



2017

College of Education Year in Review 2017

Butler University

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2017
IN REVIEW

BUTLER

COLLEGE *of* EDUCATION

VISION STATEMENT

“We need a valid vision. We need the will. With vision and will, everything is possible.”

—Asa G. Hilliard III, former Fuller E. Callaway Professor of Urban Education, Georgia State University



The College of Education believes we must prepare our students for schools and communities as they could be, not simply perpetuating those that currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in society and to help them become agents of change. This of course means that as faculty we must examine our own beliefs, be willing to keep our hearts and minds open to the ideas of others, live our lives with integrity, and model how great educators take risks, challenge the status quo, and advocate for the rights of all people.

Ours is a college that continually changes because learning is a transformational experience. Members of the College embrace what Parker Palmer described as a “capacity for connectedness.” Palmer stated:

“Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.” (Courage to Teach, p. 11)

The College of Education’s learning community presents transformational experiences that allow students to create their own tapestries. As an intention of their preparation, students invest in school-communities that differ from theirs. They are challenged to examine their assumptions about other people and how children from diverse experiences learn, and to reflect on the responsibilities of innovative educators. Exemplary teachers mentor education students by modeling best practice, supporting leadership, and demanding courage.

Participants in the learning community engage in scholarship that supports teaching as inquiry. As investigators, they become constructors of knowledge that seeks to connect theory with practice. As a function of scholarship, students use technology applications to discern strategies for learning, creating, modeling, and assessing. Faculty and students take advantage of opportunities to study abroad and have new experiences that help them become better global citizens.

As faculty and students weave their unique tapestries, they gather regularly to discuss instructional strategies and the implications of new research. We celebrate the successes of the learning community’s participants and encourage them to reach new heights.

BUTLER | COLLEGE of EDUCATION

2017 YEAR *in* REVIEW

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DEAN'S MESSAGE

"Hope is being able to see that there is light despite all of the darkness."

—Desmond Tutu

I am often asked in my role in higher education if I understand the urgency for change and the multiple challenges facing educators today. My reply is "YES." Change is the new normal in education. We live in many questions every day. But I am a firm believer that in the turmoil of the challenges we are facing lies *hope*. Like Desmond Tutu, I believe we must find the *light* together. I am honored to serve a college who not only finds the light in the darkness, but shines the light on others who are striving to make positive changes for students, families, and communities.

In order to find the light, one must be able to look at situations from multiple perspectives with no one claiming to have "the" answer. As adults we must embrace taking risks in our learning just as we ask students to do every day. This requires courage, hope, and an environment where people are supported to dream. I have only one rule as Dean of the College: There is no failure, ONLY learning. Simon Sinek wrote, "Innovators are the ones whose dreams are clearer than the reality that tells them they're crazy." How fortunate I am to serve a college filled with innovators who dream and create.

This year the College played a key role in launching the University-wide One Butler: The Brain Project. Dr. Catherine Pangan and Susan Kleinman led a collaborative effort involving all six colleges, students, and the community that provided the opportunity for everyone to learn about the brain and brain health. Dr. Jill Bolte Taylor, author of the book *My Stroke of Insight*, shared 12 of her beautiful brain sculptures that were strategically placed around campus so that we could shine the light of hope and understanding about difficult challenges such as depression and the aging brain. Be sure to read the Brain Project story in this issue to learn more and visit the Butler website to view videos of the outstanding speaker series.

We hosted the first Applied Education Neuroscience conference on April 29 under the direction of our newest colleague, Dr. Lori Desautels. Through her work and collaboration with national experts, we are shining the light on having a better understanding of brain health in children and how to support them.

Through the collaborative leadership of Erin Garriott, Katie Russo, and Elesia Yoon (Center for Academic Technology), our first ALPs (Athlete Leadership Program) University was successfully held in late April in collaboration with the Special Olympics Indiana Foundation. The Special Olympic Athletes and their mentors took classes taught by the Human Movement and Health Science Education faculty and students. Be sure to read this story featured on page 8 of this issue as this entire experience provided *light* and *hope* for everyone.

What can happen when the dialogue amongst a group of people focuses on the why not as opposed to why something couldn't or shouldn't happen? "The ability of a group of people to do remarkable things hinges on how well people can pull together as a team," Sinek wrote. This issue of the Year in Review is filled with stories of dreams turned into realities. I am very proud to work with my team of colleagues in the College of Education who offer *hope* and *light*!

Ena Shelley

Sincerely,
Ena Shelley, Dean
College of Education
Butler University



ASSOCIATE DEAN'S MESSAGE

BUTLER *and* IAPSS LAUNCH EPIC SUPERINTENDENT ACADEMY



DEBRA LECKLIDER MS '89

level leader and 20 years as a Superintendent. Dr. Halik had just opened a successful consulting company and began serving as an adjunct for Butler undergraduates in the College of Education. We smiled as we thought of the IPLA heroes such as Bill Gavaghan, Bill McColly, Jim Ellsberry, Kay Harmless, John Marsh, Sheri Patterson, Don Jantzi, Bob McDaniel, Colleen Moran, Jack Parker and so many other supporters, facilitators, and participants. These heroes were student focused, innovative, and creative. But the one aspect that separated these people from others was their ability to focus on people. Jim and I were in awe of the difference IPLA made to so many people and decided that day to find a way to create a similar experience for Indiana's Superintendents.

At the same time, Dr. J. T. Coopman, Executive Director of the Indiana Association of Public School Superintendents (IAPSS) was investigating funding to provide professional development for his membership. After carefully developing a common philosophy incorporating the IPLA principles, our dreams were merged and a partnership was formed between the Butler University College of Education, Lacy School of Business, and IAPSS. The result is the Educators Preparing Inspired Change (EPIC) Superintendent Academy.

EPIC launched in January 2017 with Cohort 1 committing to attend six, one-day sessions on a variety of topics including: How to Create High Performance Teams, Strategy Development, Budgeting/Finance/Referendums, Change Management, Community/Stakeholder Outreach, and Board Relations. As we formed our learning community, we made a commitment to continue the IPLA's focus on the development of people—the talent and the CEOs in our school districts. Serving over 45,000 Indiana students,

"They may forget what you said, but they will never forget how you made them feel."

—Carl W. Buehner

Last year, a good friend and former Indiana Principal Leadership Academy (IPLA) colleague and I were reminiscing about IPLA and the *good old days*. Dr. Jim Halik was moving to a new chapter in his life after 18 years as a building

this group of superintendents represents a variety of school districts throughout the state.

Continuing the IPLA legacy of developing talent and providing uncompromising high-quality professional development, we asked several EPIC superintendents what impact the program had on them and/or their school districts:

"I am honored to be a member of the first Cohort of the EPIC Superintendent Academy. The experience has given me the opportunity to put in to practice several things I have learned from the speakers, facilitators, and my cohort group. The small group setting allows for some great conversation."

—Dr. Scott Olinger, Plainfield Community Schools

"For me personally, EPIC is forcing me to step out of my comfort zone and participate in activities that are helping me to grow as a leader. I will be able to take the skill sets that I am learning and put them to work for my district."

—Greg D. Walker, Brownstown Central Community Schools

"EPIC has provided a forum for deeper conversations around the key instructional and organizational issues all types of school corporations are facing. I appreciate both the knowledge gained and the connections made in this safe and open forum. EPIC allows one to sit back and look at issues from a broader perspective. That will translate to better and more informed local decision-making."

—Steven Baule, Muncie Community Schools

"EPIC provides professional learning for Indiana Superintendents, allowing for a supportive environment with colleagues throughout the State. As a cohort group of superintendents, we are able to speak about our profession in a confidential setting with the addition of outside speakers to complement our growth."

—Dr. Matthew J. Prusiecki, MSD of Decatur Township

"EPIC has been a wonderful learning experience. Working with other colleagues as well as experts in the area of business, marketing, and education has helped me to think differently about executing projects. I am grateful to be a part of this group."

—Dr. Lisa Lantrip, CSC Southern Hancock County

Jim and I continue to smile as we see new heroes emerging. The gifts these superintendents bring to the children in Indiana will have a long-lasting impact. The IPLA founders would be proud—focusing on people seems to work.

For more information about EPIC, please visit butler.edu/coe/epic.



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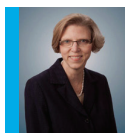
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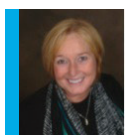
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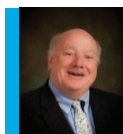
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Counselor
North Central High School

IN DC, BUTLER'S COLLEGE of EDUCATION SHOWS HOW TO LEAD

Marc D. Allan



Amanda Huffman, Kaija Bole, Shelly Furuness, and Rick Mitchell shared a COE best practice in Washington.

In early November when the federal Department of Education went looking for ideas on how to prepare teachers, one of the places it sought out was Butler University's College of Education.

After the nationwide call for teacher preparation programs to submit innovative practices that have the potential for growth, Butler became the first Indiana school to be invited to present at a Teach to Lead Preparation Summit.

From nearly 100 submissions, 17 teams were invited to the early-November summit. Participants spent two days in sessions aimed at identifying obstacles and solutions for spreading innovative best practices in teacher preparation.

Associate Professor of Education Shelly Furuness, along with Pike Master Practitioner and co-teacher Rick Mitchell, led the Butler contingent, which shared how the ongoing University-School Partnership with Pike Township Schools supports a cycle of professional development benefiting both preservice and in-service teachers.

The Butler message to DC was clear: When teacher-educators and school districts are able to work together, they can prepare the kinds of teachers that schools need.

Kaija Bole '17, a math-education double major from suburban Chicago, also represented Butler at the summit, along with Amanda Huffman BS '12 MS '16. In fall 2015, Huffman, as part of her master's thesis research, was able to develop a curriculum based on gaps she knew existed from her own preparation at Butler. She used her prep period once a week to provide an hourlong workshop to the math education majors focused specifically on methods for teaching complex mathematics.

Huffman's work represents a model of teacher leadership, Furuness said. "She was an excellent preservice teacher who was hired by Pike Township after completing her student teaching with the district," Furuness said. "She immediately began participating in ongoing professional development opportunities made possible by the Butler-Pike Partnership. As a novice teacher, she continued to gain both content and pedagogical knowledge from Butler faculty members."

The Butler students loved their experience, but Huffman's prep period changed this academic year. She was unable to devote time to teaching future teachers like Bole. Bole is lucky—Huffman is her practicum mentor, and Bole will be student teaching in the Math Department at Pike High School under Huffman. But none of the other math education majors will have the opportunity to experience the math methods workshop because of scheduling logistics.

"I wish we could be doing what she did last year," Bole said.

Furuness said this is the problem Butler is trying to solve: How to make sure teacher-leaders like Huffman have the time and resources to continue to work with future teachers.

Bole said after spending three days at the summit and comparing Butler's teacher education to other programs, she's convinced that Butler is serving as a model—through its partnerships with school districts such as Pike and Indianapolis Public Schools and the way it prepares students to teach.

The proof, she said, is in the College of Education's 100 percent placement rate for its graduates.

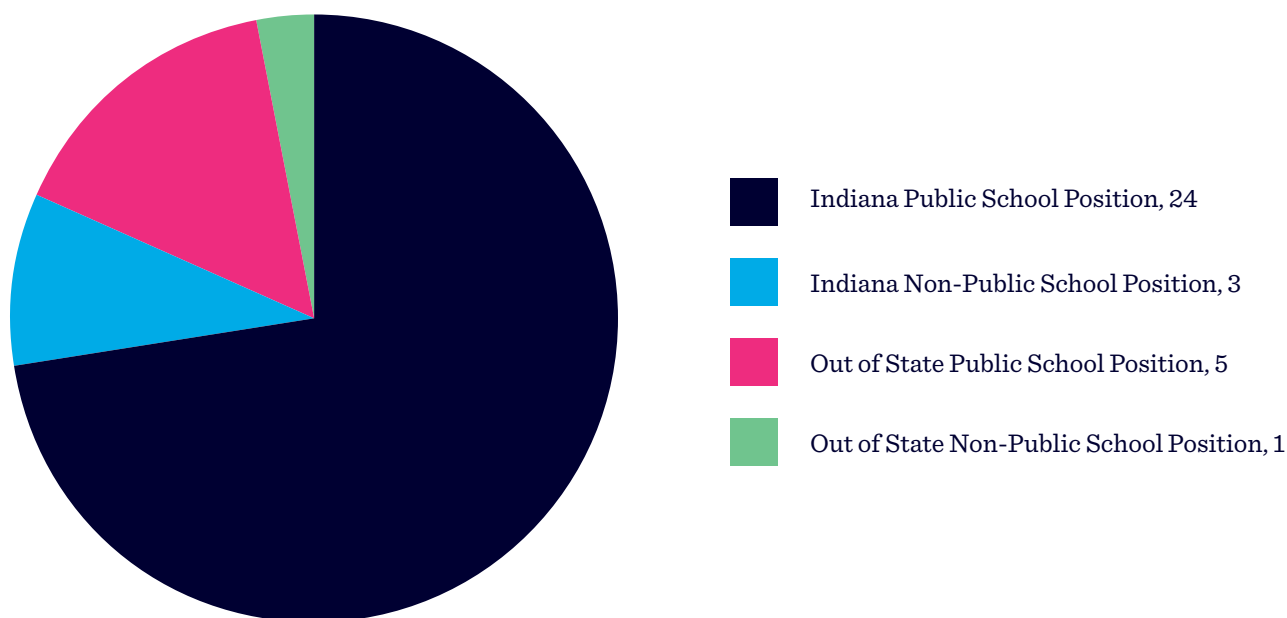
"To hear about other programs, it made me realize how special we are here," she said. "We're doing great things."

Based on the strength of the action plan we implemented after the Teach to Lead Summit, the highlighted project *Filling the Gaps: Creating a Cycle of Support* has been selected to host a Teach to Lead Leadership Lab. We are honored because only two of the Teacher Preparation Summit teams nationwide have been selected. Our selection is a reflection of the potential this idea has to improve outcomes for students as well as the depth of commitment our team and stakeholders have demonstrated. Teacher Leadership Labs capitalize on the work we have accomplished so far and are intended to expand our team's progress and scope to further advance our work in high-quality teacher preparation.

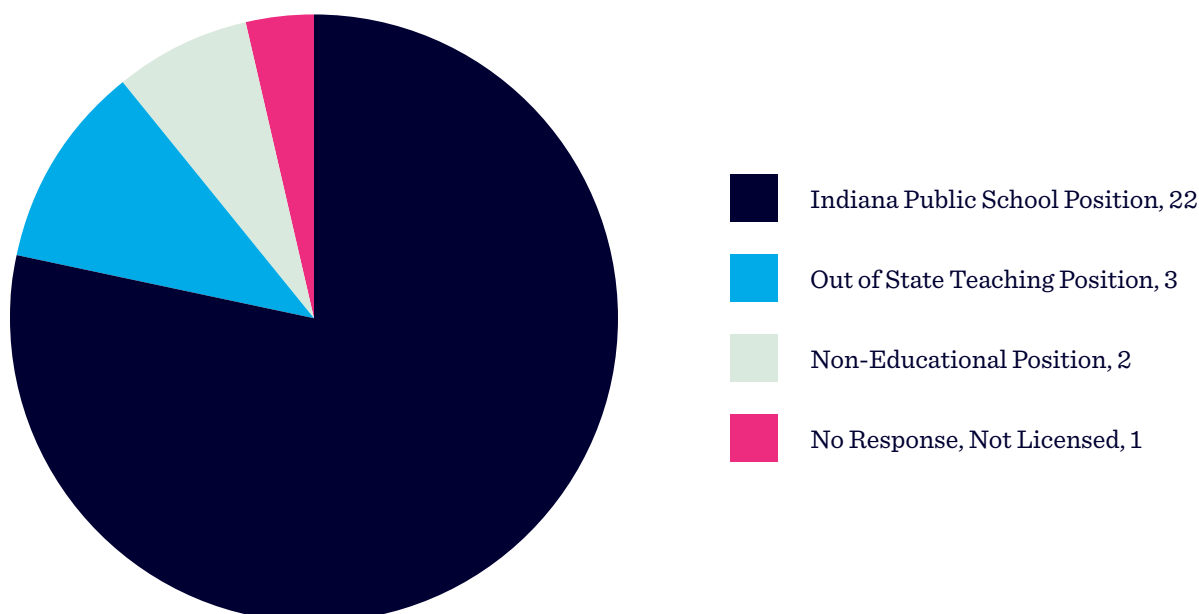
2015-2016 JOB PLACEMENT REPORT

Of those licensed and seeking employment, we can report 100 percent job placement or grad school for our December 2015 and May 2016 graduates.

ELEMENTARY EDUCATION (33)



MIDDLE SECONDARY (28)



ADVENTURE AWAITS

Nicole Voehler '17



As I stepped off the train and arrived at my home for the next two months, I was prepared to take on the summer. The American School in Switzerland (TASIS) is settled at the top of a hill in Montagnola, Switzerland, surrounded by mountains and overlooking the city of Lugano. It quickly became apparent that the small town, Swiss-Italian lifestyle would influence my summer, from quiet evening gatherings to hikes to stores being closed on Sundays.

During the first day of community building, our Director asked our whole staff “What food best describes you?” Our responses ranged from candy to fruit to my answer, a beef stew, because I am shy at first but after a little time, I open up. The lines between the “newbies” and veteran staff quickly became blurred as we worked together to transform TASIS into a summer-ready home for the students who arrived from all over the world.

The beautiful, Italian-style buildings were quickly transitioned from their use as school buildings during the school year to the more open classrooms and dorm rooms that would be used over the summer for our students. The school concept at TASIS is similar to that of a college campus, with various buildings that the students travel between, open fields, palm trees, and surrounded by nature.

My assignment was teaching students that were at the beginning-intermediate level of English learning using the co-teaching model. I was paired up with a teacher, Shannon from New York, who had experience teaching at TASIS. We quickly began the process of being fully immersed in the classroom. The co-teaching model meant that my co-teacher and I were equally responsible for preparing the materials, classroom management, and teaching the students. The curriculum for the summer, the five senses, was

inspired by the environment and the trips that the students would take throughout the three weeks they were there.

As part of our unit of study on the five senses, we were able to take advantage of the various offerings that Lugano had to provide the students with meaningful instruction that they could use in real life. The students got to visit the Ficcanaso, a wonderful museum that allowed them to explore their sense of smell, as well as go paddle-boating on Lago di Lugano, as they learned about the landforms surrounding the city.

Some weekends were a time for relaxation and travel, while other weekends were for strengthening those relationships with the students who lived at TASIS full time during the summer. As chaperones for the students, we would travel with them to the Lido di Lugano, the Alprose Chocolate Factory, or the Swiss Museum of Transport in Luzern. On National Swiss Day, we rented a boat to watch the fireworks and had a dance party on Lago di Lugano. Our relationships with the students grew strong and, although English was limited for many students, we all shared a common background through these experiences.

As the summer came to a close, the question “What food best describes you?” continued to stick in my mind. I was still a beef stew, but for different reasons. This summer had been an unforgettable one, full of teaching, travels, building relationships with students and peers, and immersing myself fully in another country. I



discovered that like a stew, I spent hours, and in this case a whole summer, absorbing this culture and life that was unlike anything I could have imagined it to be. I am so grateful for this experience of a lifetime. I am thankful for the friendships I made that will last me a lifetime. Working at The American School in Switzerland was an opportunity I will never forget and I encourage anyone who might be interested to take a chance on a new experience.

A LESSON IN INCLUSION



Craig Peterson, with the help of Andrew Peterson and Erin Garriott '01

Over a dozen semesters, my 24-year-old son, Andrew Peterson, has spent considerable time on Butler University's campus—always as a guest and never a student.

Each April, he actively participates in the Special Olympics events during the annual Spring Sports Spectacular. As a non-student initiate of Sigma Chi Fraternity, he joins me for activities at the Butler chapter. On Tuesdays during the fall and spring, he trains with Indy Runners that meet at Hinkle Fieldhouse.

No doubt, Andrew loves his time on campus. Yet he wants more. He longs to be a college student.

Although living with an intellectual disability from his birthmother's use of alcohol during pregnancy, Andrew dreams of being a teacher. Even as a little boy, he was the family member constantly playing school in the basement. Over the past two years, he got a taste—volunteering in kindergarten classrooms in Pike Township and Washington Township public schools.

But his dream seems impossible. With permanent brain damage from Fetal Alcohol Syndrome, Andrew lacks a high school diploma. That doesn't mean he can't learn. He goes at his own pace and watches those around him—a visual learner who thrives on hands-on experience. Unfortunately, high-stakes testing over a decade measured what he couldn't do, rather than what he could do.

In Andrew's words, "Nothing in life has ever been easy."

Enter Erin Garriott, College of Education faculty member at Butler. She's been intimately involved in bringing more Special Olympics Indiana programs to campus—most notably, the two-day, twice-a-year ALPs (Athlete Leadership Program) University. This unique program gives Special Olympics athlete leaders a college-like experience and educates them in computer technology, public speaking, coaching, and wellness.

Andrew holds both communication and coaching degrees from ALPs University. For the past five years, he's put his knowledge to use—speaking at 75 high school respect rallies to 80,000 students

through Champions Together, a partnership between Special Olympics Indiana and Indiana High School Athletic Association. He's also assisted new runners at Brebeuf Jesuit Preparatory School and Pike High School, as well as coaching local Special Olympics athletes who've followed Andrew's success. At the 2014 USA Games in Princeton, New Jersey, he won three gold medals in the 1500M, 3000M and 5000M.

During a spring 2016 planning meeting on campus, Erin met

"No one walked by me like I didn't exist," says Andrew.

"That happened many times in high school but not at Butler. I feel like I belong."



That was Erin's goal—not for students to have pity for Andrew, but to show respect and be open to learning from him.

Andrew and our family. That led Erin to invite Andrew to present to her education class during the 2016 fall semester. And that led Erin to persuade Butler officials to include Andrew in PE207, a skills course in track and field, during the 2017 spring semester. Erin would co-teach the course and provide in-class support to Andrew; she would also be there to answer questions and support Professor Keigan Culler '16 and the other students as they learn about Andrew's unique needs. Coach Culler, as Andrew called him, is a past member of Butler's Cross Country, Track and Field teams. Currently, he is a graduate student in the Hinkle Academy and Master's in Effective Teaching and Learning programs.

Keigan approached this opportunity for inclusion head on.

Andrew would finally be a college student.

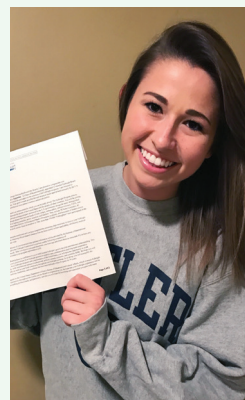
With the class composed of 15 students majoring in Human Movement in Health Science in Education, Erin knew Andrew would fit into the mix. And he did. Every Tuesday and Thursday, Andrew put forth his personal best. Some class activities came easy. He dominated the 3K run. Others, however, were harder, especially those that pushed him to move his body in new ways. Coach Culler was beside Andrew the whole way.

More importantly, Andrew learned by watching the other students, and they learned by watching him. After two students naturally gravitated to Andrew during the first couple of class sessions, others eventually gained confidence and followed suit over the semester.



COE STUDENT AND FULBRIGHT SCHOLAR

Meghan Blakey '17



After about a year since beginning my application, this past March I received the wonderful news that I have been awarded a Fulbright grant to teach English in Argentina. As a Fulbright scholar, I will complete a week of orientation in Buenos Aires with the other grantees before splitting up to our assigned cities where we will teach English at either the high school or university level for eight months. While the College of

Education (COE) has extensively prepared me for my teaching career within the United States, I am eager to learn from every experience Argentina and their education system has to offer. I have learned so much during my time in the COE and cannot wait to apply that knowledge to my classroom in Argentina.

I hope this experience broadens both my Spanish language ability and my teaching practices. One of the requirements for the English Teaching Assistantship is a community engagement project that I am to complete outside of the classroom. For my project, I plan to tutor high school students in English as a sort of after-school program. There is a chance I will be teaching English at the university level and because of this, I wanted to make sure I would still be able to interact with students in the age group I would like to teach upon my return to the United States. I am hoping this international tutoring experience will give me new insights into the adolescent mind as well as new teaching strategies to implement in my future classroom. During any free time I may have abroad, I am looking to engage in as many cultural experiences in as many cities in South America as possible. From my research so far, I will have plenty of incredible places to keep me busy. Doing this allows me to bring a variety of authentic experiences back with me to help bring Spanish language learning to life in my future classroom.

While I am going to miss the home I have made here at Butler University and within the COE, I am very excited to take everything I have learned in my time here and use it to start this next chapter in my life. I am so grateful for the College of Education for giving me the qualifications and support necessary to achieve this opportunity and I cannot wait to see what comes of it.

When Andrew needed assistance with an activity, someone quickly volunteered. In turn, he willingly accepted a lending hand, because of the trust established in a safe and supportive environment.

“No one walked by me like I didn’t exist,” says Andrew. “That happened many times in high school but not at Butler. I feel like I belong.”

That was Erin’s goal—not for students to have pity for Andrew, but to show respect and be open to learning from him.

“Andrew has so much to teach us (me included) about perseverance and acceptance,” says Erin. “I looked forward to every week that I could be at the gym with that class. The students were so kind and helpful. This was a good start to a goal of more inclusive experiences on campus for Andrew and other Special Olympic athletes.”

Students also reflected on their experiences and interactions with Andrew:

“Maybe Andrew gained confidence after spending time with our class. Maybe now he will feel more comfortable interacting with others—and us interacting with other people with disabilities in the future.”
—Sydney Shelton

“I remember at the beginning of the semester, Andrew did not talk much and it was hard to have a conversation because he was so quiet. Now, we say hi to each other every day and we can talk about class. Thank you for giving me this awesome opportunity to know Andrew and learn more about Special Olympics.” —Kendal Wilby

“Andrew repeatedly demonstrated that he understood and retained the curriculum he learned throughout the semester. During most class times, Andrew would speak with me and discuss the skill sets that we learned the previous week.” —David Dunham

Through this class, the students became mentors; they became an ally to a person with an intellectual disability who craved inclusion. They saw the power of leading by example, as Coach Culler led an authentic inclusion class where everyone’s ideas mattered and everyone was celebrated and pushed. By the end of the semester, students were given a valuable lesson that has the potential to follow them into their professional careers. All people have abilities, if someone has an open mind and looks in the right places. That’s why we don’t just talk about inclusion; we have *experiences* in inclusion. In this PE course, it was a true lesson in inclusion.

STRENGTHENING THE SHORTRIDGE LAB PARTNERSHIP

Flo Barnes MS '11



The 2016–2017 school year marked the College of Education's (COE) second year in a middle/secondary lab partnership with Shortridge High School. We spent this year strengthening the partnership by looking for ways to give the COE students valuable, hands-on learning experiences while supporting Shortridge in areas they have voiced desire for support. As partnership coordinator, I spent time on Shortridge's campus building relationships and looking for meaningful ways to engage in the partnership.

Two Butler courses, ED 227 and ED 228, utilized the Butler classroom at Shortridge for class meetings, and students in these courses spent time in Shortridge's classrooms observing and tutoring the high school students. Shortridge teachers gave overwhelming feedback regarding their experience with our COE students. One teacher reflected, "Having a Butler student in class gave the opportunity for a couple of my students to receive one-on-one instructional support along with small-group support. I already miss her."

Not only did teachers see the benefit for their students, but also for themselves. Another teacher commented, "One of the things I love most about working with preservice teachers is hearing unbiased observations and noticings about our daily work. Sometimes we can really get caught up in the day-to-day drudgery of it, and being able to step back from that and hear their thoughts can be quite powerful."

We look forward to building upon these COE/Shortridge relationships moving into next year.

ED 228 provided another service to Shortridge by providing planning assistance for Shortridge's Week Without Walls experiential learning week that takes place in May each year. Butler students met with the Shortridge Partnership Coordinator in order to gather information and determine where they could best help. The teams provided research, a variety of lesson plans for the week, communication with community partners, and marketing materials

based on the needs voiced in their preliminary meeting. The Week Without Walls experience is in its fifth year, and Shortridge leadership is looking forward to Butler's continued support in order to increase the value of this community-based experience for their students.

Another course, ED 245, spent time during both semesters working to support the technology needs of the Shortridge staff and students. In the fall, students presented to staff members on Microsoft shortcuts. In the spring, COE students gathered feedback from staff and wrapped up the semester by providing suggestions for using presentation options for technology tools that lower Lexiles, a scientific way of matching readers with texts, for special needs students. Shortridge does not currently have a technology specialist on staff, and they have been appreciative of the efforts of the ED 245 group this year.

On a week-to-week basis more ideas continue to arise, and we continue to keep communication open in order to connect Butler resources to Shortridge resources with the vision of benefitting everyone involved. A few of the other examples of this partnership in action have been:

- › Shortridge students spent a day doing research on Butler's campus with the assistance of Butler Librarians and databases
- › Dr. Susan Adams presented professional development on formative assessment and homework to Shortridge's staff
- › Principal Shane O'Day and Biology teacher, Abby Soltis BS '11, led a tour and classroom experience during Butler Bound on Presidents' Day
- › The COE provided Shortridge staff with tickets for the Jill Bolte Taylor talk and Butler's Educational Neuroscience Symposium.

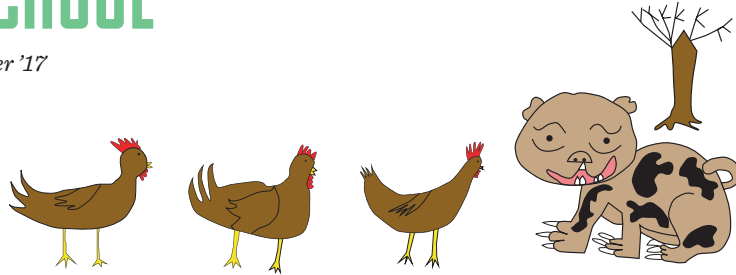
As a final reflection this semester, my ED 228 students gave feedback on their experience with our partnership schools. Their insight was powerful and encourages us to continue strengthening the partnership in order to give our students these opportunities. One student noted, "As a student, you become so comfortable being in a classroom and thinking strategically about the choices in curriculum that the teachers have made. You immediately adapt to immersing yourself within the classroom, talking to students, asking difficult questions to the teacher, and learning about your own teaching philosophy. It's an experience you can't possibly get from reading a textbook on education."

As we embark on another year of this lab partnership, we look forward to not only improving upon the experiences of the 2016–2017 school year, but to envisioning new ideas that will continue to strengthen this unique partnership.



TEACHING IN THE MIDDLE SCHOOL PROGRAM AT THE IPS/BUTLER LAB SCHOOL

Addison Moeller '17



IPS | BUTLER UNIVERSITY LAB SCHOOL

The IPS/Butler Lab School, in collaboration with the middle/secondary program, is currently working to build and strengthen their middle school program. The students at this Reggio Emilia-inspired school will continue to be supported and will grow through engaging in collaborative, project-based, and problem-solving learning activities designed with early adolescents in mind.

I am honored to have been given the opportunity to teach at the middle school level at the Butler Lab School next year. As the new Social Studies Middle School Educator, I will be responsible for building the Social Studies curriculum for this level. I am tremendously excited that I will continue to work closely with College of Education (COE) alumni, faculty members, and most specifically, Dr. Shelly Furuness. Working closely with my new colleagues and COE faculty, I will utilize the Backwards Design Planning method to construct a curriculum that is not only rich in historical significance, but also deep in interactive work, critical thinking, and inquiry-based learning that will be both intriguing and impactful for students. The elementary school's natural, nontraditional environment provides a strong, familiar foundation. I look forward to building on that and organizing my classroom in a way that is safe, resourceful, supportive, and inspiring for all types of learners.

While the COE has done a phenomenal job of preparing me for my professional career in education, I look forward to learning how to construct a curriculum that meets the needs of middle school adolescents within the Reggio Emilia philosophy. In addition, my middle school student teaching experience at MSD Washington Township Westlane Middle School introduced me to International Baccalaureate components which I am eager to introduce into my classroom at the Lab School. For example, I strive to encompass essential skills, such as geography, politics, multiple cultures, art, technology, economics, and religions into the 6th and 7th grade history curriculum to deepen students' understanding of significant individuals and societies from the past.

I appreciate all that the COE has done and am grateful for this wonderful opportunity. While I understand it will be a lot of hard work, especially as a first-year educator, I am extremely excited to see where this school's middle school program will be in a few years!

2017-2018 ENDOWED SCHOLARSHIPS

MARY ELLEN *and* ELTON RIDLEY SCHOLARSHIP

Kelli Carney *Elementary*

EDITH CONLIN SCHOLARSHIP

Madison Stefanski *Elementary*

LETTIE TREFZ AWARD

Grace Gardner *Elementary*

Alana Waldrip *Social Studies*

Sara Eichmeier *Elementary*

Marina Gibson *English*

Madison Osbourne *Human Movement and Health Science Education (HMHSE)*

ZETZL MEMORIAL SCHOLARSHIP

Alyssa Zook *Elementary*

Meredith Varner *Mathematics*

Tyler Bolger *HMHSE*

JAMES H. OTTO SCHOLARSHIP

Brooke Kobren *Biology*

Elizabeth Fecht *Chemistry*

KNAUFF SERVANT LEADERSHIP

Maddie Stefanski *Elementary*

MARGARET MANUZZI SCHOLARSHIP

Allegra Stanfield *Elementary*

BARNES FAMILY SCHOLARSHIP

Taylor Newmark *HMHSE*

RUSHTON GILFOY MEMORIAL SCHOLARSHIP

Achzionna Riding *HMHSE*

MARCIA RICHTER SCHOLARSHIP

Kaylyn Adams *Elementary*

Katherine Brown *Elementary*

COE FACULTY/EMERITI *and* STAFF SCHOLARSHIP

Claire Goudie *Elementary*

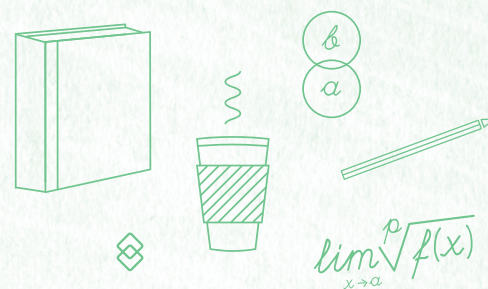
HITTLE SCHOLARSHIP *for* COE

Michael Faust *Social Studies*

CLARE ROSE HOLMES

Claire Goudie *Elementary*

UNDERGRADUATE STUDENT HONORS



INDIANA ASSOCIATION *of* COLLEGES *of* TEACHER EDUCATION—OUTSTANDING FUTURE EDUCATORS

Raychel Able
Ashley Jones

Maggie Owens
River Pitlock

OUTSTANDING ELEMENTARY STUDENT TEACHER

Ellie Jarrett

OUTSTANDING MIDDLE SECONDARY STUDENT TEACHER

Lindsey Gemmill

OUTSTANDING HUMAN MOVEMENT *and* HEALTH SCIENCE EDUCATION STUDENT

David Goldsmith

BUTLER UNIVERSITY UNDERGRADUATE RESEARCH CONFERENCE PARTICIPANTS *from* COE

RESEARCH PARTICIPANTS

Elizabeth Fecht
Gwendolyn Kozak
Arisa Moreland
Lauren Wiley

FACULTY SPONSOR

Linda Willem
Catherine Pangan
Susan Adams
Susan Adams

ROUND TABLE PARTICIPANTS

Kelly Burger
Elizabeth Fecht
Hannah Koehler
Duvante Lane

Arisa Moreland-Woods
Megan Watson
Caleb Wakefield

INDIANA STATE READING ASSOCIATION OUTSTANDING FUTURE READING TEACHER

Erin Sullivan

BUTLER TOP 100 STUDENTS

Sarah Clary*
Sarah Desautels
David Goldsmith*
Ashley Jones
Gwen Kozak*
Caroline Kuremsky

Vince Marshall
Caroline Rico
Kendall Theile
Abby Udelhofen
Nicole Vetter

* Denotes further recognition as part of Butler's Top 15 Students

PHI BETA KAPPA**

Lindsey Gemmill
Tiffany Kula
Kimbra Shaner

** Indicates recognition to College of Education students through the College of Liberal Arts and Sciences



BUTLER ALUMNA NAMED IPS TEACHER OF THE YEAR



Micah Nelson MS '11

This year, I have had the honor of serving as the Indianapolis Public Schools 2017 Teacher of the Year. I am also a member of Group 35 in the Experiential Program for Preparing School Principals at Butler. Experiencing both roles simultaneously has opened my eyes to how great leaders empower great teachers.

Most educators, both veteran and new classroom teachers, school counselors, and administrators alike, express frustrations with the policies and practices imposed by state and federal legislation, particularly with the type of school climate that is often created by the imposition of high-stakes, standardized testing. We know that the by-products of these tests do not make it easy to continue to do what we know is best for teaching and learning. We know that we have to fight for authentic learning experiences, meaningful assessment, time for inquiry-based learning, social and emotional growth opportunities, and creativity in the classroom. It can be an exhausting fight. It's not a coincidence that Indiana ranks among the lowest in the country for teacher retention and recruitment. Teachers are getting burned out.

But, I do know this: excellent teaching can happen in spite of the constraints created by the high-stakes testing culture, and great school leaders are the key to making it happen.

Over the past year, I have had several opportunities to reflect on what makes me a good teacher. There are many factors, but the most important is the fact that I feel empowered every day to make the

decisions that I know are best for my students. I know that I am an expert at what I do, so I have the confidence to try new lessons or projects with my students. If it doesn't work out, we try again next time. Too many teachers in today's educational climate don't feel that they are the experts, and therefore live under enormous pressure to "get it right." They are nervous to take risks or allow the students to drive inquiry. They aren't confident to trust their own authentic assessments to give them valuable feedback. They aren't creating meaningful, engaging learning experiences for their students because they don't feel like they have the freedom to do so.

So, why do I have confidence in my teaching abilities while many teachers don't? The answer lies in school leadership. I have amazing school administrators who push me to develop my strengths and then happily get out of my way. They have allowed me to make mistakes and learn from them. They trust me to make the curricular decisions that I know are best for my students. Without these leaders, I would never have become the teacher I am today.

Great school leaders empower their teachers to be innovative, collaborative, change-makers. They do this by creating a school climate and culture conducive to growth. They foster a love of learning in their teachers, just like teachers do in the classroom.

They use their voice to advocate for authentic learning experiences and encourage their teachers to pursue them. They practice distributive leadership, allowing teachers to share in school-wide decision-making. They coach teachers so that the teachers become the experts. They use asset-based thinking to identify strengths in every teacher, and push their teachers to pursue those strengths.

During this year of new experiences and reflection, I have decided on the type of school leader I want to be. My goal is to empower my teachers, because teachers are the real experts in the classroom. I am reminded of what Todd Whitaker says, "We need all of our teachers to be as good as our 'good' teachers. Instead, we think programs are the problem or programs are the solution. The most valuable gift you can give yourself is confidence." I want to encourage all teachers to find the confidence to make the decisions that they know are best for kids!

*But, I do know this:
excellent teaching can
happen in spite of the
constraints created
by the high-stakes
testing culture, and
great school leaders
are the key to making
it happen.*

FROM CLASSROOM TO CONFERENCE SESSION:

GROWTH MINDSET STAYS CENTER STAGE

Amanda Fitting MS '17

On March 11, 2017, I had the pleasure of co-presenting with my Butler School Counseling professor, Dr. Brandie Oliver, at the Evidence-Based School Counseling Conference (EBSCC) in San Diego, California. The topic we presented on was growth mindset—the belief that your brain can change and grow over time. Challenges are encouraged because it helps our brains become stronger. Mistakes are celebrated because they are opportunities for success. A fixed mindset, on the other hand, is the belief that your brain cannot change, and mistakes equate to not being smart. The valuable piece of knowing the concepts of growth mindset is that it can be applied in school, parenting, business, and relationships. Anyone can learn about this and benefit from incorporating this concept into their daily lifestyle.

Dr. Oliver first introduced me to this concept last year when I was trying to decide on my research topic for one of my graduate courses. She recommended that I go home and watch a TED Talk with Carol Dweck, the Stanford University psychology professor who discovered growth mindset. I instantly became fascinated in her work and read her book, *Mindset: The New Psychology to Success*. After reading the book, as well as many other articles, I could not wait to apply these concepts directly into my classroom. As a teacher for 10 years, I have always heard students say, “This is too hard,” or “I can’t do this,” and “I’ll never get it.”

My research involved creating a growth mindset intervention for my kindergarten class and the results were remarkable. After a five-lesson intervention, my students were now saying “Give me something more challenging,” “This is too easy,” and “I want to challenge my brain.” My students also participated in an activity where they were given three mazes of various difficulties. At the end of the activity they were asked which mazes they preferred. In a small group sampling, six out of eight students in my classroom preferred the most challenging maze. In comparison, a sampling of a different kindergarten class who did not receive the growth mindset intervention had completely opposite results. Six out of eight students in this class preferred the easiest maze. I was so excited with these results because it proved that a growth mindset intervention really made the difference in the way a student approached their learning. I could not wait to share my research with my school counseling cohort.

Ever since this project, I have looked at life so differently and will ask myself, “Am I practicing a growth mindset or a fixed mindset right now?”

When I received the email from Dr. Oliver asking if I wanted to be a co-presenter with her in San Diego at the EBSCC, I hit reply instantly with a “Yes, Yes, YES!” It was a tremendous honor to be asked to share my research that I had done with my kindergarten class and educate other school counseling professionals about this topic, not to mention San Diego’s warm weather and sunshine also seemed quite appealing during the cold winter months we were having in Indiana at the time.

The day of the presentation brought excitement mixed in with lots of nerves. I was used to teaching in front of little kindergartners, but never in front of adult professionals. As people started coming into our session, the room filled up quickly and people actually had to sit on the floor. Dr. Oliver began our presentation and right when she started to speak, she put me at ease, as it reminded me of being in one of her awesome classes at Butler University. When my turn came to share my research, I surprised myself with how easily the information flowed. I really did feel like the “expert” teaching others about this topic and it felt great. When it was all over I said to myself, “I would love to do this again.”

I never imagined being assigned a research paper to prepare for graduate school would lead to such amazing opportunities. I am so thankful to Dr. Oliver for guiding me along the way and providing me with the experience of being a presenter at a national school counseling conference. I met so many wonderful school counselors across the country and left with some new friendships.

My advice is this: if you have a subject matter that you are passionate about, I encourage you to share what you know and be a presenter if the opportunity arises. For me, it was an experience I will never forget and I welcome the opportunity to do this again in the future.



TEACHING IN A FISHBOWL



Matt Rund METL '02 EPPSP Group 35

Every summer my local hometown would have a fish fry to raise funds for the volunteer fire department. It was your basic fish fry with rides and games, but the game I was always excited about was the pop bottle ring toss to win the prized goldfish. I became pretty good at the game and would usually walk away from the festivities with at least one goldfish to take home. I would have a little fishbowl to put my new prize in and watch it swim around. Unfortunately, like most carnival fish, my new companion didn't last very long. Until one summer I earned enough money to buy a fish tank and was able to keep my prizes alive longer and enjoy them swimming around their new environment. Most times teaching can feel like we are living in that solitary little fishbowl, doing what we do, thinking this is as good as it is going to get, and then we sometimes don't last very long. I know this is how I felt until 2015 when after 20 years of teaching, Fishers High School expanded and opened its College and Career Academy (CCA). The fishbowl became a larger opportunity to grow, proof to me that environment is key for teacher and student performance.

In 2011, Hamilton Southeastern Schools started the discussion of what skills students need to be 21st century scholars. A committee of teachers, administrators, and parents came up with the concept of "HSE21" with a vision for learners to become inquisitive wonderers, collaborators, competent information users, and adept and responsible users of technology. To do this, HSE21 will increase learning opportunities, increase student engagement by transforming into learning labs for diverse individual learning, and increase professional development opportunities for teachers. With this in mind and knowing that high school expansion was going to happen, the Board and then Superintendent, Dr. Brian Smith, along with administrators and teachers from both high schools, looked at creating an environment that is conducive to these goals. Thus, the CCA design was born. The CCA looks a lot like a fish bowl, with glass classroom walls and open work areas for teachers and students to share. It is an environment for creative use and not the "I am the

master of my own domain" type of mentality and use, so when it came to putting staff into the area, Principal Jason Urban (MS '04 EPPSP 23) had to take a nontraditional thought process when putting together the teams.

Instead of the traditional way of putting teachers together by departments, the CCA is a mix of teachers from different areas. Mr. Urban hoped to create an environment conducive to creativity and collaboration. Mr. Urban's vision for Fishers High School was and is student driven instruction, but he felt the previous environment held that goal back. Opening up the CCA breathed new life into this vision. The professional learning communities formed naturally by proximity and not force, which sometimes makes them disjointed. For example, in my area there is a speech/debate teacher, three English teachers, one German teacher, and two social studies teachers that all use our common space. Although we don't jointly design our lessons—yet hoping this will happen in the future—we do get together during passing periods to discuss what we are doing in our classes. What has happened is that when we are in the community areas with our students we become extra helpers for instruction. If a project naturally has a cross-curricular link we work together to help out the students, or if a student in the community area needs help with a speech, or with a paper, or has a question about social studies, they feel comfortable going to one of the other teachers, not just the assigned teacher to get the question answered. Not only do the natural Professional Learning Communities (PLCs) create a more helpful area, it also creates an area for creativity and innovation.

One example of this creative innovation came from a natural PLC that created what we called "a day without bells." Each teacher was able to either work alone or form their own learning groups to teach anything that interested them. The students then signed up for classes like one would if they were going to a workshop. Students were able to sign up for classes like: How to Fix a Tire, Acting 101,

Guitar Jam, The History of Dr. Who, etc. This day let the teachers create lessons on things outside their concentration that they are passionate about, allowing them to be creative and giving students the ability to see learning in a different light. This day would not have happened if it weren't for the formation of natural PLCs of teachers who were given the opportunity to take risk. Another type of innovation and cross-curricular lessons is the Journey of Hope, where teachers in different areas give students the stimuli of cancer and let them research and explore it from different perspectives; that of scientist, doctors, artist, or historians, for example. Then we invite the community in to do a gallery walk of the CCA with different rooms having different works or students presenting their findings on the topic. All of this innovation and creativity can be linked to two things—the environment and the school leadership who allow the teachers to take risks and find ways to increase student-driven instruction.

I have to admit that the first week of teaching in the fishbowl was a little intimidating. My work is on display at all times. I just can't just shut the door and hide in my own little world. I am forced to rethink what I do and with whom I do it. But just like my prized fish that I won at the fish fry, once I was given the right environment I was able to thrive in the big tank with all different kinds of fish.

WHAT TO DO WITH THAT METL DEGREE

John McShane MS '18



It is a common scenario. I tell friends or colleagues that I am enrolled in the Butler University Masters in Effective Teaching and Leading (METL) program and there is always the “look.” The look is almost always followed by the question: “What are you going to do

with that?” My answer seems to surprise most. It is not about what I am “going to do.” My answer is that the METL is helping me to do better what I am doing *right now*! I am already using what I am learning in the METL program in my daily world of work.

The METL program has helped me to expand and refine my world of work. Who knew? Who knew I had a specific perspective or stance on curriculum ideology? I was somewhat comfortable with my “style and beliefs” and friends and colleagues would likely have described my approach as an inclusive or collaborative one. And yet, it was the METL experience of ED 504 that helped put words to a hunch, to create action from reflection. I am a proud social constructivist.

There, I said it.

I currently work as the Community Programs Director at the Peace Learning Center in Indianapolis. We're a nonprofit organization dedicated to creating more peaceful communities through



education. I facilitate programs built around diversity, inclusiveness, and conflict resolution. My new understanding of curriculum theory has helped me to create and ultimately facilitate a curriculum that enables participants to better serve and understand their communities through action and reflection. The METL program has helped me to do this.

During the course of the ED 504 semester, I began working with a select cohort of Ivy Tech Community College students, the Bowen and Nina Scholars. My assignment was to prepare and facilitate a series of leadership development workshops. Simple. I needed to tell the students what they needed to know to be good leaders. In the past, I would have pulled from a collection of lesson plans and delivered a series learning modules. After all, we teachers know what it takes to be a strong leader—right? Turns out, the students knew better.

We spent our first session together creating a student-owned curriculum, one that captured their expectations of what they wanted to learn about in their own worlds of work. This changed everything. Rather than a tired and somewhat dated curriculum of change, time, and personnel management, the students asked for something that mattered much more to them. They wanted to learn about passion, humility, thankfulness, unity, and accountability. They wanted to learn about becoming servant leaders. They wanted to learn about and demonstrate the Butler Way!

All topics were selected and prioritized by the students. Our next task was to create collaborative and meaningful exercises to help the students take their learning into their own communities and to act. In a dialogue intensive environment, we shaped strategies for demonstrating what they've learned. We celebrated successes and evaluated failures or opportunities missed. We learned from each other.

Initial short-term evaluations suggest significant program success. While ED 504 has come and gone, the Ivy Tech program continues. The influence of the METL program endures.

I am developing and improving at my craft because of the METL program. The students I serve report being prepared to take what they are learning and to better serve their communities. They are reflecting and acting. This is their praxis. Yes, I am a proud social constructivist.

METL: A SEAT AT THE TABLE

Mary Garner MS '18



HOW IMPORTANT IS CONTEXT? As part of the Master's in Effective Teaching and Leadership (METL) program, I read Malcolm Gladwell's *The Tipping Point*. He highlights the idea that we, like the literature I study with my students, are pretty sensitive to our context; we take on the characteristics of the environment around us. That makes sense, right? When I'm teaching poetry, we spend a lot of time discussing the impact of context on a piece of text. We work to find evidence that supports inferences based on what the author might have possibly experienced while living at the turn of the century, or as a soldier in a world war and how that could have impacted his or her view of the world. We question texts when we know that during the author's lifetime certain groups of people were treated differently based on their sex or the color of their skin. We work to understand that all of those aspects of context can impact the author's purpose for writing a text, and, as a result, its meaning. The interesting thing is, when I read the chapter in Gladwell's book, I wasn't focusing on how all the details impacted society so much, in regard to the tipping point of social epidemics. I focused on the infect vs. inspire part of the idea and related it to my life as a teacher. I thought about context and school culture, and mine in particular, because I'm nothing if not pragmatic.

When our METL cohort sat down last summer to discuss what we wanted most from the education world, a seat at the table was the biggest commonality in our responses. A seat at the table; it can mean a lot of things. To us, a seat at the table meant that someone would hear us, take us seriously, and treat us like we had a right to be heard. In the field of education, teachers are the last people the public listens to. So the idea that teachers should be emboldened to ask for a seat at the table was empowering. Because of the validation we received from our professors in the College of Education (COE) in our cohort, we strengthened our resolve to speak truth to power on the front lines.

So what happens after the cohort leaves the safety of the COE nest? What happens when you take humans who've had their spirits nourished by theory and their purpose fortified by supportive critique, and you put those humans back into the meat grinder that education can be? That depends. It depends an awful lot on the administrators and colleagues those humans are working with. It depends on the context. And that's where I start feeling pretty lucky.

For those of us on staff at Shortridge International Baccalaureate High School, who are also in the METL program, working at a Butler lab school is why we are lucky. When we are feeling the strain of grad school life weighing on us in the middle of the work day, we often find a friendly face in the hallway in the form of Dr. Furuness or Dr. Adams. If we need advice putting theory into practice as teacher leaders, we have access to our guideposts because they're frequently in and out of the building. We also get to work with undergraduate students as they observe and intern in our classes, answering questions about our daily practice and intentionality. We are able to reflect on leadership from other perspectives, comparing those students' experiences, and what they're seeing, to what we went through as undergrads. It's hard to get complacent in this context when there are constant reminders that we are all here to learn and grow.

Still, those of us working at Shortridge are lucky in other ways, too, because we have colleagues and administrators that value our voices. In fact, at our school, there's not only a place for us at the table, they expect us to have something to say when we sit there! Our membership in this community, this context, is built on the idea of distributive leadership. Our principal and administrative team depend upon us to take the lead on a multitude of projects and activities school-wide, in the community, and in our classrooms. Without a staff entrusted and willing to do that, this school wouldn't run like it should. As a METL student, what I'm learning is supported through my context because I have the power and permission to act. My voice—my truth—matters.

Gladwell writes that our contexts can inspire us to do great things, but can also infect us with negativity. I don't know that I believe that our own stories matter less than the stories we become a part of, but I do agree that the context we are surrounded by plays an enormous role in impacting how we grow. I'm so spectacularly thankful that I am a part of Butler's METL program and that I work at Shortridge. For me, the two contexts work to inspire me everyday to continue to do the hard work that being an effective teacher and teacher leader requires.

How does Butler impact the teacher leader I want to be, moreover, the teacher leader I am? The answer is: an awful lot.

2017-2018 GRADUATE ENDOWED SCHOLARSHIPS

VIVAN *and* DAISY JONES SCHOLARSHIP

Kalie Bennington
Molly Cordes
Basel Maarouf

Stephanie Thompson
Trae Heeter
Sarah Roberts

Cassandra Brainard
Ryan King

JERRY L. BURRIS EDUCATIONAL LEADERSHIP SCHOLARSHIP

Mitchell Pepper
Bianca Rivers
Trae Heeter
Jennifer Moseley
Elizabeth Hehner
S. Brooke Walden

Sarah Roberts
Jason Marer
ShaDe' Watson
Roosevelt Washington III
Ryan King
Randall Smith

Natalie Black
William Edwards
Alyse Johnson
Jennifer Sahagun

ARTHUR KRUEGER SCHOLARSHIP

Navona Adams
Michelle Amlung
Anthony Boberschmidt
Molly Cordes
Sheldyn Duff
Katherine Evans
Kendal Franz
Megan Hamilton
Sydney Harris

Jacquelline Juett
Alicia Justice
Kelsee Keitel
Hannah Kinsey
Brittany Kurt
Katie McKeeman
Basel Maarouf
Erin Moll
Anna Nguyen

Brandon Placher
Jamieson Rhodes
Kayli Schaefer
Louisa Sheffield
Nicole Sullivan
Madison Viering
Madie Zirzow

EVA YOUNG WILES SCHOLARSHIP

Kalie Bennington
Bianca Rivers
Stephanie Thompson
Brittany Logan
Robi Simms
Addison Ulmer
Anna Sutter
Rachel Chambers
Heather Burton
Ashley Pistello
Rickil Bandy
Rebecca Pokrandt

Lindsay Timmerman
Melissa Cooper
Kaylen Iberg
Haley Armstrong
Alicia Terpstra
Danielle Schneider-Moran
Jennifer Mosley
Carrie Reiberg
Elizabeth Hehner
S. Brooke Walden
Sarah Roberts
ShaDe' Watson

Amanda Taylor
Cassandra Brainard
Natalie Black
Gretchen Watko
Barbara Shertzer
Rhonda Hinkle
Alyse Johnson
Joanna Hewett
Jennifer Sahagun
Mary Garner

DR. DAISY (MARVEL) JONES SCHOLARSHIP

Navonda Adams
Michelle Amlung
Kalie Bennington
Anthony Boberschmidt
Molly Cordes
Sheldyn Duff
Katherine Evans
Kendal Franz
Megan Hamilton
Sydney Harris

Jacqueline Juett
Alicia Justice
Kelsee Keitel
Hannah Kinsey
Brittany Kurt
Katie McKeeman
Basel Maarouf
Erin Moll
Anna Nguyen
Mitchell Pepper

Brandon Placher
Jamieson Rhodes
Bianca Rivers
Kayli Schaefer
Louisa Sheffield
Nicole Sullivan
Stephanie Thompson
Madison Viering
Madie Zirzow
Brittany Logan

Robi Simms
Addison Ulmer
Anna Sutter
Rachel Chambers
Heather Burton
Ashley Pistello
Jackson Dutton
Rickil Bandy
Trae Heeter
Martin Bruner



EVA KOR TEACHES COE ALUMNA ABOUT ULTIMATE FORGIVENESS

Ellie Hersh '16

For as long as I can remember, I have always had a strong interest in the Holocaust and the atrocities that my ancestors went through just because they were Jewish. While at Butler, I wrote my honors thesis on teaching the Holocaust to children ages 7-10. As a result of my thesis, I was invited to meet and twice listen to Holocaust survivor Eva Kor speak at Butler about her experience and her journey to forgiveness. I then learned a new travel fund had been set up at Butler—the Bruce and Lucy Gerstein Holocaust Education Travel Fund. The initial recipient of this fund would travel with a group of 100 to Poland and Auschwitz with Eva, a survivor of Dr. Mengele's twin study at Auschwitz. I immediately decided this was something I wanted to do, and was thrilled when I was chosen for this honor.

The closer the July 2016 travel date came, the more nervous I became, and yet I was also excited. Every year about 1.5 million people visit Auschwitz, but less than one percent travel with a survivor. On this trip, I would hear from someone who lived through the horrors. We spent the mornings going through a part of the camp with Eva

and listening to her recollections. We would then break for lunch and return to go through the same areas with a tour guide. We heard very different stories because one was from a 10-year-old's memory and the other a historical perspective. This truly elevated the experiences of the trip.

Eva is quite different than most survivors because she teaches forgiveness. She has forgiven Dr. Josef Mengele for his experiments and the Nazis for killing the remainder of her family. Eva realized that by truly forgiving them, it lifted her to freedom. The forgiveness is for her—not for the Nazis. As a kindergarten teacher, much of what I learned throughout this trip cannot be directly taught to my students, but this idea can: until you forgive the offender, you are still trapped.

Eva is a character unlike anyone you will ever meet. She can bring you to tears describing her times in the camp, and then moments later make you laugh. On our first day in Auschwitz, it was pouring rain. At first we were all grumbling, but then we thought about how 10-year-old Eva would have felt standing here in the rain. We were immediately humbled by the fact that we had ponchos on and umbrellas in our hands. Eva ended the day congratulating us that we “all survived our first day in Auschwitz!”

Another day we warned Eva to hold onto the golf cart because it was about to be bumpy. Without skipping a beat she responded, “survived Auschwitz and the Mengele twin experiments. Died falling off a golf cart!”

As a kindergarten teacher, much of what I learned throughout this trip cannot be directly taught to my students, but this idea can: until you forgive the offender, you are still trapped.



Although I learned so much from Eva's first-hand account of the Holocaust, I also learned so much from the tour guides in the camps. Our tour guide gave us a different perspective, telling us stories from other survivors. For example, one of the most sought-after jobs in the camps was to clean the latrines by jumping inside with a shovel. These workers were provided extra showers and clothing along with complete privacy because the SS did not want to be near the latrines. One survivor said, "Being a shit shifter (the nickname of this job) was my happy place at Auschwitz. It's what helped me survive." This really made me think—how different must our life be to think of this as a savior rather than cruel and unusual punishment?

I also learned from my fellow travelers, many of whom I have remained very close to. We found this trip to be a life-changing experience, which brought us close together. These friends were a shoulder to cry on during the trip and have been a sounding board once back home.

Eva Kor, who was recently presented with Indiana's Schem Award in honor of her work against bigotry by Governor Eric Holcomb, is a true hero. I highly recommend taking the time to learn more about her and to visit the CANDLES (Children of Auschwitz Nazi Deadly Lab Experiments Survivors) museum in Terra Haute, Indiana, or sign up to go on her annual trip. Ted Green and Mika Brown, in partnership with WFYI, are in the process of creating a documentary titled *Eva* to be released in January 2018.

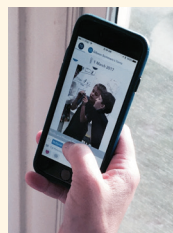


Eva Kor was the 2015 Spring Commencement speaker for Butler University. To view her moving address, visit: [youtube.com/watch?v=H17wJ66_C2I](https://www.youtube.com/watch?v=H17wJ66_C2I)

USING TECHNOLOGY AS A TOOL

NEW APP SUPPORTS ASSESSMENT AND COMMUNICATION

Abby (Anderson) Bucher '05



As teachers, we are always looking for new ways to effectively and efficiently assess our students and communicate their progress with families. I have tried a lot of things during my years in the classroom: binders with samples of work, file folders with sample work, or a combination of things. Sometimes I was able to do it with fidelity,

but other times it was hard to manage and keep everything organized and up-to-date.

During the summer of 2015, one of my colleagues, Marielle Slagel, from the IPS/Butler Lab School came back from a professional development trip to China and was so excited to share with us a new app she learned about called Seesaw.

Seesaw describes its app as "student-driven digital portfolios and simple parent communication."

After hearing more about the app, I decided to try it out with my students and families. I had 22 kindergarten and first-grade students, so I had 22 digital portfolios that I kept track of using my iPhone. It became an efficient and manageable way to connect the things we were doing at school with families. As a parent who now receives these messages, it is lovely to see my daughter in action at school.

The families raved about how much they enjoyed getting updates about what their child was doing in class. Gretchen Sommers, a parent at IPS/Butler Lab School, shared, "I like that it's user-friendly. Pictures are a fun way to see what your kiddo is up to throughout the day." I also loved using the portfolio during parent/teacher conferences as a way to show what students were learning both socially and academically.

During the fall of 2016, I changed positions at the Lab School. I went from teaching K/1 to being the Pedagogista for the school. My new position allowed me to witness the incredible things teachers were doing, and I wanted to find a way to highlight these things. Ron Smith '88 MS '96, the Principal of the Lab School, and I discussed how interesting it would be to use Seesaw in a way that showed teachers what we saw. Teaching is hard and the work that is put into it is incredible, so to have a forum to show teachers that we support and learn from each other's work, rather than focusing on the evaluative or assessment part of it, is really important. Lisa Gundaker '90, a K/1 teacher at our school, reflected, "It's fun to get a glimpse of my teaching from someone else's eyes."

I have used this tool pretty consistently since we began using it in our building. It has been a useful assessment tool for students, but for staff we have used it as a means to communicate the incredible work that everyone is doing in their classrooms. As the years go on, we will continue to ask ourselves how we can continue to grow and learn, but I think that this app will be something that will be in our community for years to come.

TEACHERS LEARN FROM STUDENTS AT ANNUAL TECHNOLOGY CONFERENCE

Jordan Garrett '10



In education, we often turn to adults as the experts, but in Berwyn South School District 100, we have flipped our mindset. As the Instructional Director for the district, I am always looking for ways to amplify student voices. The Students Involved with Technology (SIT) Conference allowed us to do just that.

The SIT Conference originated in Bloomington-Normal, Illinois, and has since expanded to six different locations around the state. Each year, every location kicks off the conference on the same Saturday in February. The conference brings together students across the state from grades 3-12 to learn from one another. Similar to a conference you may attend for your professional development, the event begins with a keynote speaker, which is followed by multiple breakout sessions. The only difference is that students are running the show, giving the keynote speech and leading the breakout sessions. As an adult, you are allowed to volunteer—as long as you stay out of their way! The day is designed for students to present what they've learned to their peers.

With more than 40 breakout sessions and 330 students, this year's SIT Conference in February was quite an exciting day in Berwyn, Illinois. The keynote speaker was Austin Valleskey, a high school senior from the Chicagoland area who has become

a self-taught app developer, and he inspired students to believe in 'failing forward' to reach for their dreams. Breakout sessions included topics such as How to use Touchcast with Common Core Standards, TED Ed Clubs and Animation, Creating Mobile Apps, and 3D Printing.

I have worked in Berwyn South School District 100 since graduation from Butler in 2010. I began in the school district as a first-grade co-teacher and piloted 1:1 (one device per student) iPads in my classroom. The following year, as my district was moving to 1:1 primarily with MacBooks, I was asked to pilot iPads in my new upper elementary fourth-grade classroom. The following year, I joined the district iCoach team, where I supported and coached teachers on integrating technology to differentiate learning for students. Currently, as the iDirector (Instructional Director), I have moved our Apple Distinguished Instructional Program to 100 percent iPads. Additionally, I lead the district's team of iCoaches to help support our eight K-8 schools, made up of 4,000 students and more than 300 teachers. As a new Apple Distinguished Educator, I look forward to finding innovative resources to help students stay connected as they continue their education. When we were chosen to host the Students Involved with Technology (SIT) Conference for 2018, we knew it would be a great opportunity for the students to share their knowledge.

Students are teaching educators like me every day. Why not create a platform where they can learn from one another? Check out the website: sitconference.org, see all the action on Twitter at #BWYNSIT2017, and follow me at @jg_jgarrett.



CONNECTIONS THAT INSPIRE

Jennifer Money-Brady '05 MS '08

Quick! Take one minute to brainstorm the five professional people who have helped you create your professional ladder.

Connections to other human beings give us the opportunity to be vulnerable, to learn, and to share a moment. Many connections exist in the College of Education (COE) for students, faculty, and the schools in which they matriculate—yet my first connection paved the way into a career that I absolutely love.

On my first day of ED 307 Children's Literature, Assistant Dean Angela Lupton greeted me with a warm smile and hug, and I thought, "I just love the College of Education!" As a Psychology major with the intention of working in education as a psychologist or counselor, I was taking every COE course I could. Children's Literature was by far my favorite as the most influential conversation of my life occurred during the first class when Lupton asked me if I had heard about Butler's School Counseling program. This led me to read everything I could about school counseling, prompting me to change my final project into a bibliotherapy lesson for kids, rather than basing it on the typical standard or reading skill set for elementary teachers. My first classroom counseling lesson was a thrill to create. I had found my passion, and I knew I wanted it to be my career.

The College of Education School Counseling program is a phenomenal experiential program that led to many connections for me. From the first semester, I was given the opportunity to learn about diversity and ethics, while also observing and participating in schools to witness school counseling in action. I jumped at the opportunity to work with Dr. Tom Keller as his graduate assistant for the Indiana School Counselor Association (ISCA). This led to 10 years of working with ISCA, and I am now honored to serve as President-elect. I am humbled every day to represent school counselors in Indiana especially as we continue to define school counseling and the importance of school counselors for their students, families, and communities.

After co-teaching a lesson with Dr. Brandie Oliver in 2014, I was able to see the combination of counseling and teaching that I craved. This led me to apply to several CACREP-accredited doctoral programs, and with the help of Dr. Oliver I found Argosy University's Doctorate of Counselor Education and Supervision. While my doctoral program is challenging, the support of the COE has helped me embrace the opportunity to refine my pedagogy while simultaneously exploring counseling theories and activities in my doctoral program.

The COE and Dean Shelley have offered me countless connections—from Angela Lupton encouraging me to pursue my first school counseling project, to Dr. Keller's Indiana School Counselor Association nudge, to Dr. Oliver's encouragement to be a counselor educator. Each connection has shaped my life and the path towards becoming Dr. Money-Brady, Counselor Educator and most importantly, shaped the students and future counselors who I am humbled to teach.

Go back to your own professional connections. Who stands out on the list? Who could you reach out to more often? Who have you thanked recently? Who are YOU going to inspire?



FROM GRADUATE TO MENTOR

Kelly Antcliff MS '03



It's funny how professional lives seem to run full circle. Just when you think you are moving on to new adventures in life, you realize that the connections you have made along the way not only strengthen who you have become, but can continue to strengthen who you will continue to be. My connection to Butler University and the College of Education (COE) started simple, with the acceptance of a position in the Butler Athletic Department. But life is never that linear.

I received my Masters in Education Administration from the COE in 2003 while I was working full-time in the Butler Athletic Department as the Assistant Sports Information Director. Having interned for several sports organizations around the city, and then working at Indiana Sports Corporation, I knew that my career path would always lead me to the sports industry. However, when I became immersed with the Human Movement and Health Science Education (HMHSE) program I realized that earning a role as a school's athletic director was something I aspired to. I am so grateful to have had the opportunity to work within the HMHSE

program, as it provided the educational background and experience that I needed, and served as a springboard for my career.

I have always loved working with kids and athletics, so my current position as the Athletic Director at Zionsville Middle School and Zionsville West Middle School has been a natural fit for me. Along the way, it has been awesome to cross paths with other HMHSE graduates such as IHSAA Commissioner, Bobby Cox '79 and Zionsville Community Schools Assistant Athletic Director, Dave Lang '12. I have also been afforded the opportunity to continue strengthening my ties with Butler University, as I just concluded my 17th season working with the Athletic Department staff during Butler games, along with serving as a guest speaker for several classes each semester.

Additionally, the Butler pipeline to our athletic departments in Zionsville has been strengthened each year, as we have had more than 10 interns and hired several coaches from the HMHSE program during my six years of working with Zionsville Community Schools. They are an outstanding example of the talent pool that comes from the COE.



I have always remarked about how important it is to maintain the 'professional bridges' and that connections mean so much to an individual's career. I have seen how important those connections are now, as I work alongside my former HMHSE professors as they seek to place interns and students from their programs in our school system.

I'm very grateful for everything I have learned along the way from the HMSHE program and the COE. Although I received my degree 14 years ago, I feel like I have come full circle and am more connected to the Butler family now than ever and in a wider variety of ways than I could have ever imagined. Go Dawgs!

YOGA GIVES LAB SCHOOL STUDENTS TIME TO BREATHE

Marc D. Allan

It's after lunch in 1990 Butler graduate Lisa Gundaker's kindergarten/first-grade class at the IPS/Butler University Laboratory School, and that means it's time for downward-facing dog, star pose, and tree position.

She turns off the lights and puts on a recording of forest sounds—crickets chirping, birds calling.

"Take a deep breath in," she instructs. "Lower your arms and let your breath out."

Most of her 20 or so students, who have scattered around the room, stretch and balance themselves silently as their teacher leads them through various yoga moves. Some curl up with little stuffed animals they call "breathing buddies" and rest quietly.

"Think about your day," she says as she walks around the room spraying a lavender/peppermint mist. "Think about one positive thing that's happened today."

For these 10 minutes, a quiet calm takes over the room.

The yoga exercises Gundaker leads in her classroom are replicated daily throughout the Lab School—and have been since the elementary school reopened five years ago as a partnership between the Indianapolis Public Schools and Butler. The idea is to relieve stress, to give the students a chance to move purposefully, and teach them how to calm down and focus.

"It gives them a time to be by themselves," Gundaker says later. "We're together, we're together, we're together. We'd just come back from recess and lunch. My thinking about adding yoga to quiet times is that children learn to slow down and reflect. They get to know themselves better and they can take it home too."

Yoga at the Lab School started when Heather Williams, then the Administrative Assistant, saw that some classrooms were struggling to stay focused. She started in one classroom and soon was in all of them. As the Lab School grew—it started with kindergarten and first grade and has added a grade every year—so did Williams' responsibilities.

Today, her title is Yoga Instructor/Researcher, and she's paid, in part, from a three-year, \$150,000 grant from PNC Bank, a major supporter of the Lab School.



"PNC's signature philanthropic cause is early childhood education, which is supported through its Grow Up Great program," PNC Senior Vice President Jeff Kucer said. "The Lab School was a perfect fit for us."

Williams said the yoga program's positive effects can be seen in students across the school. For some, like Ella, a student in Gundaker's class, yoga is fun.

"I like yoga," she says, "because it kind of makes you relax sometimes and it makes you focus. And it feels good."

For others, yoga is vital. Williams tells the story of a Lab School student who has lost both parents to murder. He's a quiet, soft-spoken kid, but when he gets worked up, no one can seem to quite get him back down, she said. They've done yoga together, and the boy's grandmother has told Williams that he will go home and do the exercises on his own.

"There is a ton of scientific research backing up yoga, breathing, and mindfulness—how it not only helps academically but also with life skills," she said. "Now there are a lot more people taking it seriously and doing the research on it to back that up. If you're going to teach someone academics but you don't teach them how to deal with emotions or teach them life skills, then you're not teaching the whole child. If they don't know how to deal with their inner struggles, it's going to affect them one way or another."

PROFESSOR ESTEVES NAMED GUYER CHAIR IN EDUCATION

Marc D. Allan



Associate Professor Kelli Esteves, who has taught in the College of Education since 2010, has been named the Richard W. Guyer Chair in Education.

“It is a true honor to be awarded the Richard W. Guyer Chair, especially when considering how much admiration I have

for previous recipients such as Arthur Hochman, Catherine Pangan, Shelly Furuness, Debbie Corpus, and Tom Keller,” she said. “Dean Ena Shelley and so many of my College of Education (COE) colleagues have been instrumental in helping me reach my professional goals. I am grateful to work with people across the University who are incredibly kind, intelligent, passionate, and hard working.”

Before joining the Butler faculty, Esteves taught as an Assistant Professor of Education at Aquinas College. She also has taught in the Rockford, Michigan public schools as a special education teacher.

Esteves earned her bachelor’s degree from Hope College and her Master of Arts and Doctor of Education from Western Michigan University. Her areas of expertise are inclusive practices, response to intervention, children’s literature, and developmental theory.

The chair is named for Richard W. Guyer, a native of Indiana, who received his BS in education from Butler in 1948, an MS in 1950, and an EdS in 1967 from the University. He received his EdD from Ball State University in 1969. A World War II veteran, Guyer began his career in education as a teacher and head football coach at Crawfordsville, Indianapolis, Howe, and Franklin Central high schools. He later served as Athletic Director, Vice Principal and Principal at Franklin Central.

Guyer served as an adjunct faculty member at Butler for several years before becoming a full-time faculty member in 1968. He taught undergraduate and graduate courses in administration and also served as the Director of Student Teaching and Field Experiences, Director of Educational Placement, and Director of Undergraduate Studies for the COE. He retired from Butler in 1986 and enjoyed professor emeritus status until his death in 2000.

The Richard W. Guyer Professorship in Education was established in 1997 by D. Michael Hockett, a 1964 graduate of Butler University and an Indianapolis businessman who was deeply influenced by Guyer’s teaching and guidance.

Faculty members hold the Guyer Chair for three years.

COLLEGE OF EDUCATION NAMES 2017 DISTINGUISHED ALUMNI



NICOLE KENT '10

The following is an excerpt about Kent from her nominator, Ron Smith '88 MS '96, Principal of the IPS Butler Lab School:

“Nicole Kent (formerly Nicole Cegielski) began her teaching career in Washington Township where she succeeded as a teacher in a high poverty school with a large English as a Second Language (ESL) population. As the IPS/Butler Laboratory School prepared to enter a second year of existence, Nicole was hired to teach a 1st/2nd grade multi-age class. She thrived in her new school community and demonstrated a great flexibility as she transitioned with the growing school to teach a 2nd/3rd grade class the following year, and then a 3rd/4th grade class for two years following that. While teaching at the Lab School, Nicole attended Columbia University to earn a degree in School Administration. This year, Nicole became the first Assistant Principal of the IPS/Butler Lab School and she has performed admirably in her new role.

Nicole believes that schools should be learning environments not just for children, but also for staff members and families. She believes that schools should be places where teachers are treated as professionals who should be empowered to make instructional decisions for and with their students.

While teaching at the Lab School, Nicole participated in teacher research with the support of Professor Cathy Hargrove that led to a deep understanding of how to best support struggling readers. Through a rigorous vetting process, she became one of only eight lead teachers for all of Indianapolis Public Schools and continued in that role for two years. She presented at conferences and served as a grade-level team leader. In fact, last year she led an intermediate team that included a team of six teachers including five teachers new to our school and four first year teachers. Under her leadership, the Lab School saw an 11 percent gain in Math ISTEP pass rate.

When it was time to select an Assistant Principal for the IPS/Butler Laboratory School, the decision was an easy one. Nicole has been demonstrating excellent leadership skills throughout her teaching career. She is calm, thoughtful, and knowledgeable. She is, even this early in her career, a true instructional leader! I could not have asked for more in a thought partner and co-leader for the Lab School.”

We congratulate Nicole Kent on being our 2017 Distinguished Young Alumni!



KRIS BAKER '96

The following is an excerpt about Baker, from her nominator Butler alumna, Karyl Keiper '13:

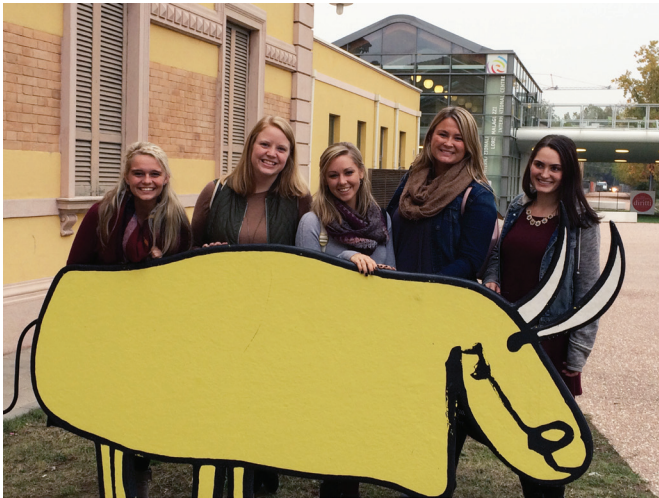
“Kris acts as an autism and structured special education classroom expert. She builds workboxes for academic and vocational training, assists with program development, ensures Individualized Education Program (IEP) compliance, and acts as a personal ‘pick me up’ to any teacher feeling lost and alone. She technically works for Johnson County schools, but she has traveled throughout the state to provide excellent training to new and veteran teachers. She has also presented to Butler COE students in mild intervention courses. She is truly deserving of this recognition.

Kris is one of the most honest, hard-working educators I have ever met. She has helped me through some of the toughest times as a functional skills educator. My class format and methods came from her, and continue to give me success. So much of who I am as a highly effective functional skills teacher comes from Kris. She continues to take every phone call I make asking for advice, look up new and innovative ways to help me and others solve problems, and change the world for the better for those with special needs.”

We congratulate Kris Baker on being our 2017 Distinguished Alumni.

CROSSING BOUNDARIES, EMBRACING DREAMS, AND BUILDING HOPE IN REGGIO EMILIA

Susan Adamson with Raychel Able '17, Sophie Darley '17, Anne Gabbert '86, Kailey Halpern '17, Stephanie Maras '17, Susan Michal MS '16, and Alexa Morris '17



There are plenty of places that claim to be “Reggio-inspired” these days. But in the Butler University College of Education (COE) and IPS/Butler Lab School we mean it.

Study tours to Reggio Emilia, Italy are made available to educators around the world by the Centro Internazionale Loris Malaguzzi. These tours are the only way for outsiders to gain access to the municipal infant-toddler centers called *nidos* (meaning nests) and primary schools in Reggio Emilia, and they include an interweaving of theoretical talks and presentations of documentation carried out in those centers and schools.

We traveled to Reggio Emilia together for a study tour in October 2016. Senior elementary education majors, Raychel Able, Stephanie Maras, Alexa Morris, Sophie Darley, and Kailey Halpern were poised to gain insight into the underpinnings of the COE’s undergraduate Elementary Education program; while Susan Adamson and alumna Anne Gabbert, hoped to deepen their own understandings of Reggio-inspired practice in order to inform their leadership positions as early childhood educators. As for me, I knew the potential of a Reggio-inspired pilgrimage such as this to change me and the trajectory of my thinking as it had in 2012, deeply informing the research activities I have pursued ever since. And now I wondered, to what extent had my own beliefs about Reggio-inspired practice influenced the moves I made as a teacher, and how had my students taken up these beliefs about learning and teaching themselves?

We arrived in Reggio Emilia on Saturday evening following 20 hours of travel. It is not a journey for the faint of heart. After settling into our rooms, we ventured out into the Piazza Camillo Prampolini where, as our good fortune would have it, provocations were set out atop the cobblestones—families eagerly engaged, as were we.

“What became concrete to me is the idea that we, teachers and children, should be learning together,” Maras said. “No matter the curriculum, I believe there are ways to frame activities and questions so that children are learning and discovering through meaningful experiences.”

Darley added, “We were immediately caught up in the spirit of a city that supports children in a way that I have never seen before. I went to a restaurant for dinner and looked to find children’s work displayed right beside me. Seeing documentation of children’s work all around the city really showed me what it means to respect the children.”

Every morning we ate breakfast together before walking 30 minutes to the Centro Internazionale Loris Malaguzzi, where we were among about 50 other educators including a small group of teachers from Palestine. Maddalena Tedeschi, pedagista of preschools and infant-toddler Centres, Istituto in the Municipality of Reggio Emilia initiated this program by speaking passionately about the rights of children—the pedagogical project of Reggio Emilia. Maddalena presented documentation sharing the story of a child with special rights as a way to develop our own understanding about what it means to “follow a child.”

“I immediately saw how intentional teachers are in every moment they spend with children. They know everything they can about their students; how they learn, what life at home is like, who they gravitate to, and their interests and passions,” Maras said.

Able added, “We need to get to know the whole child and get to know them beyond their label/diagnosis—this is fundamental. We need to know not only our friends with special rights but also find entry points for all children.”

“This is how we build community,” Darley explained. “It was clear, in this case, that this student’s every accomplishment was an accomplishment felt by the community as a whole—setting the stage for the adult citizens they will become.”

As Maddalena explained, children with special rights give us a way to challenge what’s normal, right, or good—not by sorting and discarding but by exploring what’s possible from a different point-of-view. In schooling we should always start by thinking about children with the greatest fragility, building capacity for everyone to belong.

One of the highlights of the study tour was having a chance to visit the schools. Halpern said the time in the schools was invaluable while Darley further explained, “The most beautiful thing was that even though the children were speaking Italian, I could still so clearly see the learning process happening.”

“The project work in each room is truly inclusive and opened my mind,” Able said. “I have listened to my students more since I’ve been back, and I pay more attention to the process—valuing children’s thoughts and imagination. The process is of the same importance or maybe even of higher importance than the final product.”

On one remarkable day we got to engage with the *atelierista* (artist) in the *atelier*—a place to bring the innovative “hundred languages of children” to the world. “Having the background of an artist gave everyone involved the opportunity to see things through her eyes,” Maras said.

The *atelierista* presents opportunities for projects where problems were encountered in authentic ways. “Nothing is born separate from the world,” the *atelierista* explained—giving way to the right to unique expressions of understanding through different languages and different competencies.

“The care taken in the set up of the atelier to make the presentation of materials beautiful was unlike anything I’ve seen before, and the technology was amazing,” Halpern said. “One of the cameras was like a microscope that projected intensely small details. I used this camera/microscope on an onion peel and it looked like a butterfly wing. It took something ordinary and plain, and immediately made it something beautiful in my mind. I saw it differently and was more interested in it.”

Reggio educators seemed energized by opportunities instead of defeated by boundaries. “It seems in the United States we fear giving students freedom to discover what they don’t already know because there’s a chance they will be distracted by other opportunities in the room,” Maras reflected. “But I see now that every boundary within the school day can be flipped and viewed as an opportunity instead. I have the highest respect for educators who think in this manner.”

Even while we embrace the pedagogy and practices of Reggio Emilia for our own educational purposes at the IPS/Butler Lab School and in our coursework Carlina Rinaldi, successor to Loris Malaguzzi, says in her book *In Dialogue with Reggio Emilia: Listening, Researching and Learning*, “Reggio is a unique body of

theory and practice about working with children and their families, produced from a very particular historical, cultural, and political context.”

“This experience shifted the way that I work with other adults and continues to inspire me to always think of the potential of positive impact rather than the potential barriers,” Gabbert said. “It has altered the way I brainstorm ideas or confront challenges and makes me think more creatively about solutions.”



We can’t just replicate what we see in the classrooms of Reggio Emilia, we need to understand how these principles manifest in the particular ways they do there and then consider how they might reasonably inform what we might do ourselves given our own histories, cultures, and contexts.

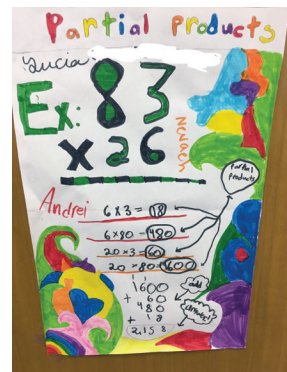
Morris explained, “Principles such as the *environment as third teacher* and *parents as partners* aren’t a checklist, but represent beliefs about children and learning

that have come to define my teaching philosophy.” Morris further explained that the environment of the schools in Reggio Emilia reflected the teacher’s image of child and the interconnectedness of communities inside and outside the school.

“I have seen the power a Reggio-inspired approach can have on young children and how a teacher’s image of child shapes their identity,” Morris said. “I am interested in researching the impact of Reggio-inspired practice in public high schools and middle schools like the ones I went to where students are from families with fewer resources. Older learners in these contexts also have the right to believe that who they are can make a difference in this world.”

We are living in a time of intense educational posturing and policy-making in the United States, and it is no small matter that the clinical setting of the IPS/Butler Lab School and the COE Elementary Education program have positioned our students and graduates in ways that support them in gaining significant insights into the potential of Reggio-inspired practice to engage *all* children in meaningful learning, and that they believe in the power of becoming agents of change themselves. We need educators of their caliber now more than ever. Of this, I am absolutely sure.

IDENTIFYING CLASSROOM STRUCTURES THAT SUPPORT AUTHENTIC MATHEMATICS TEACHING AND LEARNING



Ryan Flessner '97

The recent changes in mathematics standards across the country have caused major transformations in classroom instruction. These standards have started conversations and sparked questions about what teachers are required to teach and how students are expected to learn. Whether reading about the political controversies over the Common Core State Standards in the press, responding to posts by friends on social media, or trying to help children with homework very different from what parents have experienced themselves, everyone has an opinion about the newest generation of standards—and many of them are negative.

Interestingly, seen from a different perspective, the new standards provide an opportunity for all of us (educators, parents, informed citizens, etc.) to rethink how and why we teach and learn mathematics. Teachers across the country are beginning to see these standards as an opportunity to rethink their classroom structures (academic, social, environmental, etc.) in order to ensure that they support student inquiry, allow for multiple opportunities for sense-making, and foster application of mathematical content outside of the classroom walls. Luckily, there is a host of teachers doing this work, and doing it in outstanding ways.

One example is Becky Pokrandt '15, who has created a mathematical environment where a variety of strategies for problem-solving, mathematical vocabulary, and ideas about real-world connections are posted on the walls of her classroom. In Becky's third/fourth grade class at the Butler Lab School, student ideas and understandings are validated, connections are made between a student's thinking and mathematical notations, and mathematics is used as a tool to reason about and understand the world. Because

of her excellent teaching, Indianapolis Public Schools (IPS) named Pokrandt a Teacher Leader, and she is now sharing her expertise with peers across the district.

Similarly, Kalisha Hoffman '06 was named a 2016 Pike Township Teacher Leader in the area of Effective Math Instruction. Hoffman earned this honor for a variety of reasons. Most importantly, she holds high expectations for her students, helps them understand how their ideas relate to important mathematical concepts, and provides structures that encourage her students to use what they already know in order to approach new and interesting problems with confidence.

In our professional development work with teachers, Courtney Flessner '97 and I have been in dozens—if not hundreds—of classrooms where teachers are organizing materials for student use, creating ways to document student knowledge and understanding, and answering questions such as: When strangers walk into my classroom, will they be able to identify the math happening here? In looking at my classroom environment, whose ideas/voices are privileged? When listening to classroom discourse, whose expertise is showcased?

While the newest generation of math standards has certainly caused growing pains, it is changing the way teachers understand their work and the way students experience mathematical teaching and learning. With continued attention to what is in the best interest of the children we serve, we can continue to hone classroom structures that support authentic teaching and learning in the area of mathematics.

COUNSELING DEPARTMENT FACULTY AS LEADERS IN NATIONAL ACCREDITATION

Tom Keller

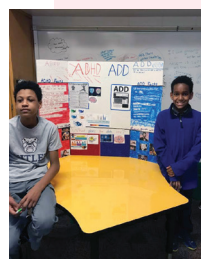
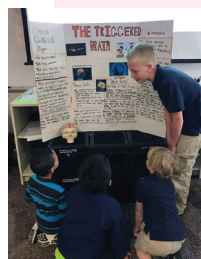
In the United States, there are two types of accreditation in higher education: institutional and specialized. Institutional accrediting bodies do a holistic examination of the quality of an entire organization. Specialized accrediting bodies, such as the Council for Accreditation of Counseling and Related Educational Programs (CACREP), do a deep dive into specific professional preparation programs within institutions. Specialized accreditation is typically a voluntary process undertaken by those who want to ensure their programs are operating in accordance with the highest standards.

Accreditation by CACREP involves a multi-year process of peer evaluation, beginning with a thorough review of a program's written self-study documenting how each standard in the lengthy list established by CACREP is being met. Programs who sufficiently demonstrate their quality in writing are then granted an on-site review by a team of peer evaluators who spend three days at the institution pouring over program materials and interviewing students, staff, faculty, alumni, administrators, and site supervisors to gain a deeper level of insight into the quality of the program. These site review teams are comprised of counselor educators, counseling practitioners, and qualified representatives of the public interest. This rigorous process of peer evaluation ensures that persons competent to judge the educational merit and professional relevance of graduate programs have the opportunity to both assess the quality of the curriculum, facilities, faculty, and students, and offer advice and counsel regarding improvement. While rigorous and draining, the on-site review is typically collegial in nature, and the feedback offered in both oral and written format can be incorporated into a program and institution's future plans, reviews, and research aimed at educational improvement.

Accreditation is extremely important to the faculty of Butler's graduate program in School Counseling. The program has been accredited by CACREP for over 20 years, and all three faculty members have been vetted, trained, and utilized by CACREP as site team reviewers. They visit institutions across the United States and share their expertise by reviewing graduate programs in a variety of counseling specialties, including school, clinical mental health, marriage and family, rehabilitation, and doctoral. Dr. Tom Keller has made countless site visits for CACREP and served as the lead team member (chair) on more than 20 occasions. Dr. Brandie Oliver has also made multiple site visits in the past four years, and Dr. Nick Abel completed his first site visit in February of this year. All three faculty report that while accreditation visits are hard work and require many hours of preparation, they carry with them a variety of benefits, including the satisfaction of providing a valuable service to the profession and a better understanding of accreditation and the ways other institutions are meeting national standards. Although they often bring home new ideas, the faculty always return with a deep appreciation for the quality and excellence of the School Counseling program at Butler and the ways it compares to programs across the nation.

STARTING MY COE JOURNEY

Lori Desautels '84



Beginning summer of 2016, I became a part of a collegiate family and faculty in the College of Education at Butler University. There are truly few words—and even these feel inadequate—to describe the wonderful experiences I have encountered during these past nine months. I was met with faculty and deans that exuded warmth, professionalism, and continuing support as I explored this new adventure with wide eyes and an open mind and heart. I was able to do this because of the open minds and hearts of this incredible group of educators.

These past few months, I have learned so much teaching a variety of undergraduate courses and creating a new pilot certificate in Applied Educational Neuroscience with the assistance of my colleagues. I have been mentored by Dr. Catherine Pangan who has helped me every step of the way and Dean Shelley who looks at every challenge as an opportunity. My new College of Education colleagues have assisted with the Educational Neuroscience Symposium and it has been an honor to be a part of *One Butler: The Brain Project* led by the College of Education faculty.

The students in both undergraduate and graduate courses have been delightful, curious, and self-reflective. I have grown tremendously as an individual and as an educator from sitting beside them this past year. One of the greatest joys has been co-teaching in the fifth-/sixth and second-grade classrooms this year at the Butler Lab School. We have taught the younger students about their neuroanatomy and how to prepare the brain for learning attention and positive emotion. The two mornings spent each week at the Lab School have created some wonderful memories as have all of the experiences in my first year as faculty in the College of Education.

HMHSE INCREASES COE PROFILE AT THE 2017 IAHPERD CONFERENCE

Mindy Welch '79

TEAM WORK: Numerous faculty, students, and alumni representing the Human Movement and Health Science Education (HMHSE) undergraduate and graduate programs presented at the annual state conference in November 2017. Conference presentations are based on a peer-reviewed process as determined by the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) executive board.

INSTANT ACTIVITIES: Drs. Mindy Welch and Lisa Farley co-presented with alumnus Sydnee Willoughby '15 *What is the SHAPE of Your Instant Activity Routine?* Instant Activities provide predictability, routine, and get students up and moving quickly. "SHAPE" is the Society for Health and Physical Education, the premier professional association in the United States. This interactive, instructional session advocated for the essential value of routines and procedures for establishing an environment and developing content conducive for student learning. Timed, 10-minute instant activity sessions included racquet sports and physical fitness appropriate for middle and secondary levels. The 10-minute racquet sports instant activity is easily adaptable for pickleball, tennis, or badminton and features four characteristics of all unofficial games or match play:

1. Courtesy
2. Emphasis on cooperative play
3. Warm-up as practice, not competition
4. Personal and social responsibility for developing knowledge and skills for lifespan enjoyment

THE 10-MINUTE ROUTINE:

- | | |
|------|---|
| 2:00 | Groundstrokes—start at service line T and gradually back up to the baseline |
| 2:00 | Player A at the net for volleys; Player B at the baseline hitting groundstrokes |
| 1:00 | Player B lobs; Player A hits overheads |
| 2:00 | Player A at net and Player B baseline SWITCH; repeat volleys and groundstrokes |
| 1:00 | Repeat lobs and overheads |
| 2:00 | Serving; NO RETURN OF SERVE—catch, serve back; approximately 1 minute per deuce and ad courts |



SQUARE DANCE: HMHSE students Madison Osborne '18, Carl Sanders '17, and Caitlin Bratland '17 presented *Square Your Sets!* an interactive session where attendees learned two basic dances: The Virginia Reel and the Texas Star. These Butler students had previously learned the two dances in PE 237 Educational Dance and Games. Both dances, with and without modifications, are appropriate for learners on every P-12 developmental level and beyond.

HONORS THESIS: Junior David Goldsmith '17 presented his honors thesis *To What Degree are Sports Performance Monitoring Systems Utilized in NCAA Men's and Women's Soccer Programs, and What Influences Programs' Use or Non-Use of These Systems?* David enlightened a packed house of high school and college coaches interested in these systems and possible strategies for defraying costs, which the research suggests is one of the primary deterrents for coach and program adoption.

DANCE AND GROUP FITNESS: Junior Alliyah Beeks '17 brought her expertise and experiences as a Butler University cheerleader and Health and Recreation Complex group fitness instructor to this session. Alliyah used contemporary music and original choreography to get the attendees up and moving and provide them with resources to take back to their middle and secondary classes, faculty and staff wellness groups, and school cheerleading squads.

HINKLE ACADEMY: Professor Art Furman and Dr. Mindy Welch co-presented a round table session with three members of the inaugural Hinkle Academy for Wellness and Sport Leadership program. The Hinkle Academy is an 11-month graduate certificate program immersed in the study of leadership through the lens of the Butler Way *ethos*, a comprehensive exploration of program innovation and implementation, the development of an original leadership project, and an 8-week summer apprenticeship. Amy Bultinck '99, Lynn Poore '16, and John McShane '18 co-presented their individual Pillars Projects: *The Ivy Tech New Leaders Project* (McShane), *Bring It to You (BITY) Wellness Program* (Poore), and *Inspiring Leaders* (Bultinck). For more information on the Hinkle Academy, visit butler.edu/hinkle-academy.

A UNIQUE COE EXPERIENCE

CORE IV INTERNSHIPS AND CONNECTIONS

Compiled by Lisa Farley

Students in the Human Movement and Health Science Education (HMHSE) program complete a Core IV capstone experience in their final semester in the College of Education. There are a variety of internship sites representing nine different categories: fitness, athlete development, physical therapy, occupational therapy, working with individuals with disabilities, sports medicine, health education, athletic administration, and coaching. In the spring 2017 semester, two HMHSE students chose to student teach while five students completed a unique 15-week, 325-hour internship experience. These interns were asked to share their experiences.

SARAH KASE '17

I interned at IU Health Methodist Hospital Adult Physical Therapy Outpatient Clinic assisting with administrative tasks, cleaning equipment in the gym, interacting with patients and physical therapists, and observing countless physical therapy treatments. The observations and encounters that I have had with the physical therapists allowed me to grow in my learning and passion for this profession. Connections to courses in the HMHSE curriculum included kinesiology, exercise prescription, sports conditioning and resistance training, and the methods sequence, allowing me to build on what I had previously learned. I am truly grateful for my education at Butler University and my internship experience that will assist me as I prepare to begin physical therapy school in the upcoming months.



Hippotherapy is another way to reach children in a unique setting

LAUREN WILSON '17

My internship was with Children's TherAplay Foundation. TherAplay provides physical and occupational therapy services for children 18 months–13 years old that have special needs. Half of the hour-long therapy sessions are conducted on a horse, called hippotherapy, which means using horseback riding as a therapeutic or rehabilitative treatment. I made many connections to HMHSE courses. The methods classes, which taught me the most effective ways to give task

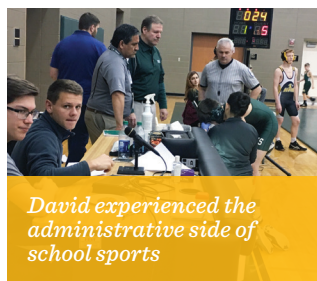
presentations, helped when talking with the kiddos while they are in the clinic and on the horses. Other helpful classes include Adapted Programs in Physical Education, teaching health and PE at elementary schools, as well as teaching PE classes at the Indianapolis School for the Blind and Visually Impaired. These really showed me how each child learns in a different way, and as an instructor you must be creative when working with children. I have learned so much more than I ever thought I would during an internship and I can't wait to see where this takes me!

ALLIYAH BEEKS '17

I had a wonderful experience interning at the National Institute for Fitness and Sport working in their corporate fitness department at Eli Lilly. Some of the many things I did included creating incentive

programs, conducting individual fitness assessments, and teaching group fitness classes. There were many HMHSE courses that applied to my internship where I'm now applying all I've learned. I learned to conduct fitness assessments with clients and now I have the opportunity to do the same at my internship. Planning exercises for classes was very similar to lesson plans I've made for health and PE classes. It's not as simple as making up exercises and having a timer running. I thought about organization, management, demonstration time, time for transitioning from one exercise to the next, and the overall core content of the class. My internship was beneficial in every way!

DAVID GOLDSMITH '17



David experienced the administrative side of school sports

As an intern in the Athletic Department at Zionsville schools, I spent my time in a school, but not in the way some of my classmates did. I experienced the organization and management that goes on behind the scenes as an athletic director helping organize sports

teams and sporting events. I have very much enjoyed working with my site-supervisor and colleagues in a friendly and motivating environment, similar to courses I took in the HMHSE program. In the future, I hope to be in charge of putting on some of the best and biggest sporting events in the country. My HMHSE degree from Butler has prepared me for a career within sports and has given me the tools and knowledge to succeed in both my internship and in the future.

SAMI DRIGGERS '17

As the Fitness Intern at the Jewish Community Center (JCC), I wore many hats and helped everyone in any way I could. A typical day spanned from traditional administrative work to teaching preschool yoga, physical education, swim lessons, and even teaching boxing to individuals with Parkinson's disease. Some of my other responsibilities included social media management, promotional outreach, and marketing for community events that happen at the JCC such as the farmer's market or cooking and wellness classes. Overall, this experience was amazing and I couldn't think of a better place to culminate my education at Butler University!

EPPSP STUDENTS SHARE LESSONS LEARNED FROM WITNESSING BREXIT

Jill Jay, with John Reynolds MS '17, Mike Myers MS '17, Terri Whitcomb MS '16, and Ryan Davis MS '16



Traveling abroad has become a tradition in the Experiential Program for Preparing School Principals (EPPSP) program. Our essential question for this experience was “How do the political, social, economic, legal,

and cultural contexts impact education?” A trip to the United Kingdom last summer provided a lens that we had not anticipated looking through.

When we arrived in London on Thursday evening, June 23, the biggest obstacle was a kitchen malfunction in the hotel where we were staying. When we woke up, the United Kingdom was going to leave the European Union.

We boarded a bus that Friday morning; 38 people wondering what the day would bring. Our itinerary was supposed to take us to the heart of London in the morning, and to a school visit in the afternoon. As we made our way through the financial district, the streets were eerily empty. Our tour guide Jason, a native Brit, nervously relayed that perhaps people had stayed home in fear of their jobs. As we passed Parliament and saw the swarms of reporters, Jason jokingly commented that this was the building where David Cameron might be penning his resignation letter. One of the students held up his phone and shouted, “He already has. He just resigned.” It was only 8:00 AM, and history was unfolding before our eyes.

Reading the news is different than hearing it through students’ eyes. EPPSP students journal on our trips abroad, and their words tell the story in a very personal way:

“Any time I travel I expect three things: to meet new people, to see amazing places, and to grow as a person. First day in London and what a day to be here. David Cameron has resigned, Brexit has passed, and we are living here in the moment.”

–John Reynolds EPPSP Group 35.

“WHOA! What a day! As we woke up this morning we were ALL glued to the BBC station in the lobby as the words “England Votes Leave” scrolled at the bottom of the screen. Our first day in London and this happens? How lucky can we be! As our conversations went back and forth talking about the possible repercussions of the Brexit, we all decided to grab a few bucks from the ATM as the exchange rate plummeted! How are the stocks in the US, how is Germany’s stock, UK? Will Scotland leave the UK and rejoin with the European

Union? There were a million questions that we wanted answered, and many of them were not going to be and wouldn’t be until much later down the road. However, the questions had to wait for a few minutes because we were loading a bus to take a tour of London. As we loaded on the bus, it was clearly evident that the hot spots of London were not the topic that needed to be on the docket. It didn’t take long for our tour guide, Jason, to see that we were not your average tour group out for the sights. After five to six minutes the bus began buzzing with news that the Prime Minister of England, David Cameron, had resigned in the wake of Brexit. Jason, who had been telling us about different buildings on our tour couldn’t believe his ears. To our happiness, he decided to strip away the tour guide title and had a real conversation with us about the European Union exit and the “Project Fear” that was instilled by conservative members of their Parliament for a separation with the EU. And that was just the morning!”

–Mike Myers EPPSP Group 35

“It was a day I won’t forget and one that the United Kingdom and the world won’t either. Being here during the Brexit vote and the aftermath was such a bonus. Many people from the states texted and wrote today wanting to know what the climate has been like in lieu of the surprising outcome. My answer has been that although I’ve spoken with many people who were not in favor of the separation, there is still an underlying respect and acceptance of the decision being shown publicly. I was watching the news this morning and they were interviewing a woman who was a well-known opponent of the separation. She said, ‘Well I suppose it’s here, isn’t it? And now we must make the best and get on with it.’ I thought that summed up the overall reaction very nicely!”

–Terri Whitcomb EPPSP Group 34

And Ryan Davis put the week into perspective for us as educators:

*“None of us are powerful enough to revise or amend our educational system. But what we can do is impact our local school and district by creating the type of atmosphere conducive to growth and development. Whether in Scotland, England, or Indiana; I have resigned myself to the fact that major challenges will face us anywhere we educate. But who will adjust? Who will forge ahead? Who will rise above the “uncontrollables” and do great things for a school community? We spend much of our time criticizing and talking about change, but change won’t happen until we start **doing**. And this starts with the school we are in. We must lead by action.”*

–Ryan Davis EPPSP Group 34

PROJECT PREPARE, ADVOCATE, COLLABORATE, AND EMPOWER

AWARDED TWO-MILLION-DOLLAR GRANT TO LICENSE NEW ENL TEACHERS

Katie Brooks

Central Indiana, like many urban centers and suburban areas, is experiencing unprecedented growth in the number of English Learner (EL) students enrolled in schools. According to the Indiana Department of Education, Indiana had 61,359 EL students enrolled in public, private, and charter schools as of the 2014-2015 academic year. This represents a 92 percent increase in EL students over the past decade. The challenges facing Indiana schools come not from numbers of EL students alone, however. The influx of refugees from Burma/Myanmar, Iraq, the Congo, Eritrea, Somalia, Bhutan, China, Afghanistan, and Syria bring additional complexity related to the increasing cultural, linguistic, and educational diversity of EL students and their families.

Despite the rapidly growing need, there is a palpable shortage in Indiana of licensed English as a New Language (ENL) teachers and content area teachers with expertise in teaching EL students. Indiana has only 597 certified ENL teachers teaching in public, charter, and private schools (a ratio of 103 students per ENL certified teacher). Because of the teacher shortage, many Indiana schools are providing ENL services through literacy coaches, special education teachers, content area teachers, or paraprofessionals who have little or no training in teaching ENL.

To address this situation, I applied for a \$2 million U.S. Department of Education (USDE) Title III National Professional Development grant in Spring 2016. I was notified in mid-September that we were one of 49 grants funded nationally. With funding from USDE, we propose to address the urgent needs of EL students through a comprehensive professional development program designed to increase the capacity of practicing public school teachers and paraprofessionals as well as university preservice teacher licensure candidates to serve the growing number of EL students in Central Indiana.

We hope to increase the academic engagement, achievement, and language development of Indiana's EL students. We will achieve this overarching goal through collaboration and strategic partnerships among Butler University, MSD Washington Township, Indianapolis Public Schools, Kokomo School Corporation, the Indiana Department of Education, the Immigrant Welcome Center, and the families of the associated EL students enrolled in these districts.

Our project will support us in achieving the following goals:

GOAL 1 Twenty unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelor degrees in licensable content areas will earn a content area teaching license with an ENL dual license.

GOAL 2 Sixty practicing, licensed teachers from partnership schools will add an ENL license to existing content area license.

GOAL 3 College of Education (COE) ENL, reading, special education, and early childhood faculty will collaborate with each other and with representatives of Indiana immigrant communities to integrate systematically ENL theory, research, and practice throughout the curriculum.

GOAL 4 COE faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students.

Our first step to revise our curriculum focuses on family and community involvement. We are partnering this spring and summer with the Indianapolis Immigrant Welcome Center (IWC) to learn from parents who are immigrants and refugees how they want to be involved in their children's education and school, and what teachers and administrators can do to welcome and support them. In this research project, members from different immigrant and refugee communities will serve as co-researchers who will meet and talk with parents to get their perspectives on family and community involvement in the schools. Then these members will come together with Butler faculty and the IWC staffers to share what they learned. We will use this information to shape our curriculum for our ENL classes, and support schools in creating more welcoming and supportive environments. This information will also inform the development of family and community involvement workshops for educators that will be used by IWC staffer and volunteers, as well as teachers who participate in our grant program.

A key component of our new grant program is teacher professional engagement and advocacy. The curriculum, instruction, and assessment in the courses will be embedded within teacher professional practice and will provide teachers with opportunities to develop a sense of agency and advocacy for supporting EL students through personal, school, and community change projects. Teachers will share what they are learning with students, parents, educators, and community members through workshops, social media, and professional writing. In turn, we hope that their work will support schools and communities in becoming more welcoming places for EL students and their families.

FROM SWEDEN WITH LOVE

Editors Note: Our honorary COE colleague, Angelica Granqvist, wrote the following letter after her visit to Butler this fall. We are also pleased to share that a group of Butler faculty from across the University visited Angelica in her home country as part of a faculty study trip this summer.

HOMECOMING

STOCKHOLM 10-10-16

Embracing the atmosphere and the motto of the Butler University College of Education: “When you’re part of something special, you become something special,” I can genuinely say that I’ve never felt more special than I did during my two week internship with you. I’ve defined myself as a Swedish Hoosier for many years, but as of last week I’m a *Butler Swedish Hoosier*, a term of endearment, coined by Katie Russo and established by gem Kelley Hahn, who by ordering a silver satin COE name tag for me made me feel like I was finally home; like I had a voice.

Thanks to you and your incredible work together as a symphony, which is how Dean Ena Shelley proudly describes you, I’ve seized two weeks of profound professional learning, or as I like to describe it, I’ve been “Butlerfied” by students all the way from kindergarten to college, faculty, and transatlantic opportunities that lie ahead and within.

Even as a teacher I need to reclaim the 99 languages (see *The Hundred Languages poem*) stolen from me by the Program for International Student Assessment (PISA) survey, the Organisation for Economic Co-operation and Development (OECD), and endless standards. You have shared and personified a vision that I plan not only to hold on to, but also to pay forward: “The College of Education believes we must prepare our students for schools and communities as they could be, not simply perpetuating those that currently exist.” Accompanied by Butler Lab School Principal, Ron Smith, I walked in and out of classrooms exclaiming, “These are not classrooms—these are living rooms!” School is not solemnly a preparation for the future, in contrast it is here and now, dynamic and alive!



Furthermore, after working with Cathy Hartman and Arthur Hochman and their students, I’ve added a new perspective of what it truly means to be in education. Whether we call ourselves teachers, educators, or professors, we are all meaning makers of the world at large!

Earlier this year, Pope Francis stated that, “Building walls is not a solution. We saw walls during the last century, and they did not resolve anything. We must build bridges. Bridges are built with intelligence, with dialogue, with integration.” I firmly believe that to be the core of 21st century meaningful *global education*.

In Swedish, *ena* means to interconnect, to unite, and to join in harmony—essential qualities for building solid bridges of all sorts—and the COE symphony encompasses world-class leading-edge voices and strategies to show the way locally and globally; always interconnected, united, and joined in harmony!

It’s going to take a few days before my American persona will fit its Swedish counterpart, however different yet the same, it is crucial that we strive to create opportunities to see others from the inside and ourselves from the outside, and in order to do so we must enlarge our frame of reference to include people and places from near and far.

I find myself in a well-known emotional transition as I unpack not only my suitcase but also my memories and experiences, my hopes and my dreams, so beautifully wrapped in bulldog brilliance and Hoosier hugs!

“Thank you” feels like such an understatement, so I give you *tusen tack*, a thousand thanks, and hopes of **fika breaks* and ***ubuntu!*

From Sweden with Love,

Angelica Granqvist
Butler Swedish Hoosier

**Fika is a Swedish coffee break, but is more than that. It’s taking a moment to take a break—a real one. They take two—one in the morning and one in the afternoon and find it odd if you don’t take it.*

***Ubuntu is a Nguni Bantu term meaning “humanity.” It is often also translated as “humanity towards others,” but is often used in a more philosophical sense to mean “the belief in a universal bond of sharing that connects all humanity. Another way of describing it is “our humanity is bound up together in each other.”*

THE HUNDRED LANGUAGES

by Loris Malaguzzi

No way. The hundred is there.
The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred
hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

APPLIED NEUROSCIENCE SYMPOSIUM DEBUTS AT BUTLER

Lori Desautels '84



On Saturday morning, April 29, 375 educators, social workers, counselors, and community members gathered at Butler University for the inaugural College of Education (COE) Applied Educational Neuroscience Symposium. This symposium addressed the current research and practices integrating brain science into the scope of our students' development, school performance, and overall social and emotional well-being.

Dr. Russ Barkley, Clinical Professor of Psychiatry at the Medical University of South Carolina, presented on the brain functions of Attention Deficit Hyperactivity Disorder (ADHD) and the

executive functions that grow and develop during our child and adolescent years in and out of the classroom. A key take-away from his lecture was understanding that ADHD is not a knowledge disorder, but a performance challenge for these students, young and old. Dr. Barkley concluded by sharing a plethora of brain-aligned strategies with attendees that intimately address the executive function of learning, behavioral, and emotional challenges.

Dr. Judy Willis followed Dr. Barkley with a lecture addressing how the brain's stress response hijacks the teaching and learning process, specifically sharing the challenges of the executive function of emotional regulation. Dr. Willis combines her 15 years as a board certified practicing neurologist with 10 subsequent years as a classroom teacher becoming one of the world's leading authority in the neuroscience of learning. Dr. Willis was generous in her brain-aligned strategies that she has developed into a video game model for all educators to implement in the classrooms and schools.

Indianapolis-area teachers and students including the IPS/Butler Lab School second, fifth, and sixth grade students closed the symposium as they presented how these strategies have been implemented in their classrooms and how these practices have improved their feelings, learning, and overall engagement and creativity.

Following the symposium, the Butler University COE hosted a luncheon/forum where educators, faculty, and the speakers from the symposium discussed the implications from the morning lectures and presentations, addressing specific questions from the symposium attendees.

The feedback and follow up from the symposium attendees has been overwhelmingly positive and our community left that afternoon inspired and wanting more. With the enthusiasm and growing needs of all children and adolescents throughout the state of Indiana and beyond, we are excited to announce that Dr. Bruce Perry MD Ph.D., American psychiatrist, currently the Senior Fellow of the ChildTrauma Academy in Houston, and an Adjunct Professor of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine in Chicago will be presenting at the second Butler University College of Education Applied Educational Neuroscience Symposium on April 14, 2018. Learn more about the next symposium at: www.butler.edu/coe/educational-neuroscience-symposium

DR. PANGAN'S CLASS GETS ITS HANDS ON MOON ROCKS

Marc D. Allan

During six lunar missions, American astronauts brought back a total of 382 kilograms (about 842 pounds) of rocks from the moon. On Tuesday, January 31, some of them were on display in College of Education (COE) Professor Catherine Pangan's Science and Social Studies Methods class.

The moon rock samples, with names like breccia, basalt, and anorthosite, came sealed in round, clear Plexiglas disks about six inches in diameter. They were brought to the class by NASA Education Specialist Susan Kohler, along with a message to the 26 future K-6 science and social studies teachers in the room: You too can borrow moon rocks to show to your students.

"It's not really well known that we do this," said Kohler, who didn't know NASA had a loaner program until she got her job seven years ago. "But I will say this: I have no open dates on my calendar for the rest of the year."

NASA actually has been lending moon rocks for decades. Pangan said in the 1980s, her mom—a seventh-grade science teacher—borrowed some for her class.

"It left such an impression on me," Pangan said. "We had a security guard outside our house, my mom had to put the lunar samples in a safe at the bank, and she had a band on her arm that was hooked to the briefcase that held the rocks. We got to see the samples up close and personal."

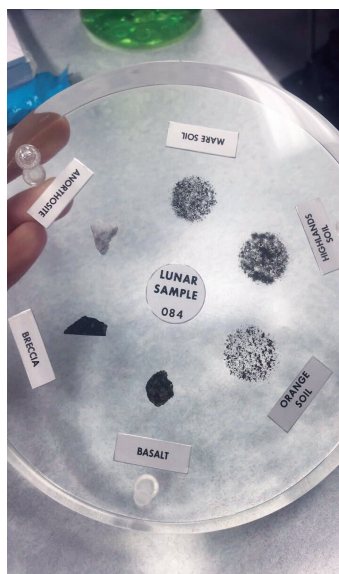
Last year, when The Children's Museum of Indianapolis opened an exhibit related to the International Space Station, Pangan recalled her experience and contacted NASA. In a class two years ago, her students had the opportunity to speak with astronauts in real time who were in space aboard the International Space Station. Her students will be working with the museum later this semester to provide some Space Station-related activities for school groups.

In Tuesday's class, Kohler spent several hours presenting space-related lessons the students can replicate in their classrooms as well as training them in how to request to borrow sample disks containing moon rocks.



As Pangan's class discovered, teachers go through a multi-step process to obtain what's known as "Lunar Handling Certification—forms to fill out, security precautions that must be taken, and more."

As Kohler reminded the Butler students repeatedly: "These rocks are irreplaceable."



But getting the rocks into classrooms is well worth the effort, said Matt Mackowiak, a senior from South Bend, Indiana. He was excited to see the rocks for himself—"Oh, my gosh, yes. You have no idea"—and to get them for the students at the Butler Lab School, where he student teaches fifth and sixth grade.

"Our next unit is space, and any time you bring up space in the classroom, all the kids are engaged and they're really looking forward to it," he said. "What I got from here, I will take—all the information and the packets I got—and immediately use and probably present it similarly to the way we did it here."

Pangan said this is the first time she's done anything like this with her students in this class. It will happen again.

"This was really hands on and in-depth science, and that's exactly what we hope to see in elementary classrooms from early learners pre-K through sixth grade," she said. "This fits our philosophy of active engagement really well and asking the why. It's not just the flash of having moon rocks but talking about how they got there, how they ended up on our planet, and talking about the people behind this."

BRANDIE OLIVER NAMED COUNSELOR EDUCATOR OF THE YEAR

Marc D. Allan



Brandie Oliver '96 MS '07, Assistant Professor of School Counseling in the College of Education, has been named Indiana School Counselor Association (ISCA) Counselor Educator of the Year. She was recognized at a luncheon on November 4.

"It is an honor to receive this award from the Indiana School

Counselor Association and to join past recipients who I have long admired and respected," Oliver said. "Numerous people have supported me in my journey and I owe much of my success to the excellent training I received during my graduate school counseling program at Butler University. I was taught to be an advocate, build relationships, and to keep students at the center of my work. These lessons are at the core of my work as a Counselor Educator."

Nicole Detrick, Upper School Counselor at the International School of Indianapolis, nominated Oliver for the award. In her nomination essay, Detrick credited Oliver with asking her to be the Indiana School Counselor Association Secondary School VP board member when Oliver was president of ISCA.

"Brandie giving me this state leadership opportunity helped me to grow as an education professional and inspired me to study education administration for which I hope to move into in the next couple of years," Detrick said. "During my time at the state school counseling level, Brandie continued to support and model great student advocacy for ALL students. She works tirelessly bringing positive change to the lives of Indiana students at the K-12, post-secondary, and policy levels. I am proud to be her colleague and friend. She is an exemplary educator!"

Oliver said she has been fortunate to work with "amazing school counselors, educators, and community partners during my service on the ISCA Board and as a Counselor Educator at Butler University."

"I often tell others that I have the best career because my work is to teach the next generation of school counselors as well as to mentor and support practitioners in the field, like my friend Nicole Detrick. While awards are wonderful to receive, the greatest rewards are witnessing the success of my students and alumni and the relationships that I have developed both inside and outside of the classroom."

KUDOS AND CREDITS

NICK ABEL

- › Completed first on-site review of another institution's graduate program in counseling on behalf of the Council for Accreditation of Counseling & Related Education Programs (CACREP)
- › Co-taught Core I with Dr. Oliver
- › Presented research at the American School Counselor Association (ASCA) national conference in New Orleans

SUSAN ADAMS

- › Awarded a grant from Indiana Humanities to support community engagement and worked with Dr. Brooke Kandel-Cisco on documentary produced through Desmond Tutu Center Fellowship
- › Contributed to an American Association for Colleges of Teacher Education (AACTE) Clinical Practice Commission white paper
- › Completed 1-year Warriors for the Human Spirit training with Margaret Wheatley

SUSAN ADAMSON

- › Coordinated Study Tour trip to Reggio Emilia, facilitated associated course, and traveled to Italy with Butler COE students and early childhood education professionals
- › Awarded grants from Indiana Commission for Higher Ed, Nina Mason Pulliam Trust, and United Way Central Indiana to support Indiana Partnership for Young Writers (IPYW) programming in early childhood education and workshop teaching
- › Contributed chapter entitled *Emerging in the Eye of a Storm: IPS/Butler University Laboratory School* to forthcoming book *The Power of Clinical Preparation in Teacher Education*

STEPHEN BLOOM

- › Collaboratively developed and co-taught with Jerry Farrell a new Honors program course related to the works and interests of Martin Gardner
- › Assisted with and supervised 39 preservice elementary education teachers throughout their mathematics education experiences at the Butler/IPS School 60 (>300 hours of on-site 1 on 1 teaching and learning) workshop teaching
- › Assisted and supervised 35 preservice elementary education teachers throughout their mathematics education-related experiences at Central Elementary-MSD of Pike Township (>300 hours of on-site 1 on 1 teaching and learning)

KATIE BROOKS

- › Awarded a \$2 million National Professional Development Grant from the U.S. Department of Education
- › Awarded the Best of the Best in Higher Education award from the Indiana Chapter of Teachers of English to Speakers of Other Languages (INTESOL)
- › Published research articles in *Multicultural Education* and *The New Teacher Educator*

DEBORAH CORPUS '74

- › Co-planned and implemented a case-study research project with Brooke Kandel-Cisco to study the influence of our graduates on their students' learning as part of our College of Education accreditation process
- › Mentored thirty ED 408 students as they provided individual tutoring to children in our weekly reading program
- › Revised the reading minor for elementary majors and developed a new secondary reading minor to prepare secondary majors to add Reading Teacher to their teaching license

LORI DESAUTELS '84

- › Presented Butler's first Neuroscience Symposium in April 2017
- › Taught and worked with grades 2–6 at the IPS/Butler Lab School
- › Co-taught with Meredith McAllister and Erin Garriott in the COE Core I and II classes

LIBBY DUGGAN

- › The Indiana Partnership for Young Writers (IPYW) received funding to provide professional development to preschool teachers from the United Way of Central Indiana and the Nina Mason Pulliam Charitable Trust. These grants allow us to support teachers at St. Mary's Child Center as well as public school preschools, daycare ministries, and for-profit preschools in and around Indianapolis.
- › The Indiana Partnership for Young Writers received a grant from the Indiana Commission for Higher Education in the amount of \$323,846 across two years. This grant will allow us to continue to provide high-quality professional development to IPS Partnership schools including the IPS/Butler Lab School. We will also be able to collaborate with Bryan Furuness (LAS) to provide a hybrid writing course to teachers.
- › Dr. Hochman invited me to be a guest teacher in his ED 206

class. I enjoyed the opportunity to teach the students a writing lesson as well as support them in thinking about their Indiana history projects with fifth grade students at SUPER School IPS #19.

KELLI ESTEVES

- › Traveled to Ireland to plan for a study abroad course on the art of storytelling that will be taught in the summer of 2017
- › Honored to receive the Richard W. Guyer Chair in Education
- › Spent time during a spring sabbatical researching and writing about how stories can foster empathy and inclusivity. Wrote a couple papers related to this topic as it relates to children's literature and dis/ability.

LISA FARLEY

- › Her article *Impact of Reflective Practice in a University Language Class* was accepted for publication in the international *Reflective Practice: International and Multidisciplinary Perspectives*
- › Her article *Engaging Students in Praxis Using Photovoice Research* was accepted for publication in *Multicultural Education*.
- › Her PE 224 class and Dr. Hochman's ED 206 class spent the semester working with IPS School 91 first through third graders and sixth through eighth graders on sportsmanship and teamwork.

KAREN FARRELL MS '91

- › Published her article *John Horton Conway: A Puzzle Game*, Jeremiah and Karen Farrell, G4G11 Exchange Book, Vol. 2, Gathering 4 Gardner, Inc., Atlanta, GA, 2017
- › Her article appeared in *Word Ways: Journal of Recreational Linguistics*, co-editor Vol. 4 (4 issues in 2016) was honored by the Provost for worldwide readership in Digital Commons/ Butler University and she promoted the Journal in Kyoto, Japan, during the International Puzzle Party.
- › Attended two Indiana Department of Education workshops on HB 1388 Matrix and TITLE II

RYAN FLESSNER '97

- › Visited hundreds of elementary and intermediate classrooms to collect photographic and video evidence of mathematics teaching and learning during his sabbatical.
- › Co-taught Perspectives in Leadership course with Dr. Deb Lecklider

- › Co-edited a special issue of *The Educational Forum* with Alan Amtzis (The College of New Jersey) and Mary Klehr (Madison Metropolitan School District) on Teaching and Learning Teacher Research.

SHELLY FURUNESS MS '05

- › Traveled to Washington, DC, with Rick Mitchell, Amanda Huffman '12 MS '16, and Kaija Bole '17 for the National Teach to Lead Summit, where they shared our Pike Partnership work
- › Enjoyed sabbatical in the spring semester by taking an art class, reading, and writing for both personal and professional renewal, and attending many of the wonderful events Butler has to offer.
- › Honored to be named a 2017 Executive Journey Fellow for Distinguished Leadership in the Field of Youth Work

ERIN GARRIOTT MS '01

- › Collaborated with Katie Russo and Elesia Yoon to plan and host Special Olympics Indiana's Athlete Leadership Program (ALPs). They had around 75 athletes plus their mentors on campus for a two-day leadership workshop. Over 100 Butler students volunteered during the event.
- › Co-taught PE 207 with Keigan Culler '16 (current grad student in the Hinkle Academy and METL) as a pilot inclusion class. Andrew Peterson, a young adult with an intellectual disability stemming from Fetal Alcohol Syndrome, audited the course. Andrew was fully included in the content and the community of the course.
- › Continued her love of co-teaching in ED 112 with Dr. Lori Desautels and in Core II with Dr. Maurer

CATHY HARTMAN '97

- › Collaborated with Theresa Knipstein-Meyer to present a four-day workshop at the Elevate Ed Conference on the topic of *Mentor Training: Supporting New Teachers in the Profession*
- › Presented alongside 2017 graduates Richelle Menzie, Kailey Halpern, Nicole Vetter, and Sophie Darley at the Indiana Non-Public Education Conference on the topic of *Provocations to Promote Exploration and Inquiry*
- › Worked with and inspired by preschool teachers from the United Way of Central Indiana in the areas of designing learning environments and documentation

ARTHUR HOCHMAN

- › Received a Founder's Day Grant for University Core Art class with Natalie Jacobs (current student), Kelli Esteves, and Art Mix. They used the grant to create two art installations and to support ArtMix (art redefining disability).
- › Worked with Rachel Chambers '15 and Jen Perdue at IPS Super School 19, teaching Indiana history through theater.
- › Taught with and learned from Cathy Hartman in Core I, as well as a multitude of Butler alums, some in schools and some educating in other ways—energizing and dynamic only begins to describe it.

JILL JAY

- › Coordinated a study abroad trip to the United Kingdom in conjunction with a course designed to study political and economic factors' effects on education
- › Awarded a planning grant from the Lilly Foundation to ensure that emerging principals have the ability to advocate and develop effective school counseling programs
- › Helped facilitate the EPIC Superintendent Academy

BROOKE KANDEL-CISCO

- › Spent part of her spring 2017 sabbatical in the Dominican Republic planning a short-term study abroad experience for Butler students. The study abroad trip will focus on race and equity in education.
- › Along with colleagues from IPS, IUPUI, and Dr. Susan Adams, completed work on the K-12 curriculum that accompanies the documentary *Attucks: The School That Opened A City*. They received the 2017 B.E.S.T. award from WFYI for their curriculum work.
- › Co-taught the METL summer cohort with Dr. Shelly Furuness

TOM KELLER

- › Published three chapters in *Critical Incidents* book with Nick Abel and Brandie Oliver
- › Presented research at the American School Counselor Association (ASCA) national conference in New Orleans.
- › Chaired 24th CACREP visit—the largest accreditation visit ever done with 12 team members and six sites in three states.

SUSAN KLEINMAN

- › Worked with Catherine Pangan to design, organize, and implement *One Butler: The Brain Project*, a yearlong campus-wide exploration of the ways brain health is woven into our lives.

- › Oversaw a ten-part lecture series along with events to celebrate the initiative and delivered and installed 12 brain sculptures on campus
- › Managed the License in Mental Health Counseling (LMHC) program—interviewed and admitted students, trained adjuncts, and coordinated internships

THERESA KNIPSTEIN MEYER

- › Worked on a traumatic brain injury grant with Riley Hospital for Children and alumni
- › Engaged ED 243 in work with Riley Hospital and alumni
- › Gained Crooked Creek field experience working with ED 243

DEBRA LECKLIDER MS '89

- › The College of Education launched the EPIC Superintendent Academy with 13 Indiana Superintendents from all over Indiana impacting over 45,000 students.
- › After receiving a Butler University Innovation Fund grant, she has been working with a business and education leadership team to design a learning culture certificate focusing on recruitment, retention, and development of talent.
- › Worked with Ryan Flessner on two books coming out featuring best practice in clinical practice.

ANGELA LUPTON '92 MS '01

- › Launched Butler's first dual-credit course for Future Educators in conjunction with alumna Ann Bender '93 at Zionsville High School
- › Facilitated the first implementation of the Elementary edTPA with 2017 student teachers. Its success was only because of Dr. Pangan as co-leader and students who were very generous of spirit and patience!
- › Worked with Dr. Shelly Furuness to begin conversation across the University on the creation of a youth and community advocacy major to enhance the field of youth work

CHASADEE MINTON

- › Completed full web audit and update of the COE website after migration to new content management system and University branding update
- › Served on search committee for Dr. Brooks' grant researcher position
- › Served several College initiatives through technology, web development, and social media campaigns

RICK MITCHELL

- › Had a great interview with American Association of Colleges for Teacher Education (AACTE) concerning Butler/Pike Partnership, which will be viewed nationally
- › Solidified the Butler/Pike relationship with new Pike Superintendent Dr. Flora Reichenadter through informational meeting and sharing of newsletters
- › Filled in for Dr. Shelly Furuness while she was on sabbatical, teaching all components of the middle/secondary student teachers in the spring semester

BRANDIE OLIVER '96 MS '07

- › Earned tenure and promotion to Associate Professor
- › Received the 2016 Counselor Educator of the Year award from the Indiana School Counselor Association
- › Enjoyed a year of learning and growth in the fall by co-teaching Core I with Dr. Abel and in the spring by filling in for Dr. Kandel-Cisco as METL Program Director while she was on sabbatical

CATHERINE HAGERMAN PANGAN MS '99

- › Co-led *One Butler: The Brain Project*, a yearlong, campus-wide initiative focusing on brain health, with the goal of developing an appreciation of how neuroscience is woven into the tapestry of our lives
- › Contributed five columns to *The New Teacher Advocate* that included topics in policy, technology, parent engagement, and keeping true to your education philosophy.
- › Became certified in Lunar and Meteorite Handling through NASA with her class of juniors. Taught a Fairview resident how to ride a bike for the first time, proving you are never too old to learn something new!

CHRIS PRICE

- › Continued to serve on the Executive Committee of Staff Assembly. In her role, she attends the Board of Trustee Marketing and Communication Committee meetings twice a year.
- › Serves on the Human Resources Advisory Council where we are busy implementing a staff compensation study, new applicant tracking system, and working on a CORE local/division level recognition program.
- › Continued in role as Administrative Supervisor/Budget Manager in the College of Education. In addition to managing various budgets and grants, handled the details of the Dean's short-term study abroad trips.

KATIE RUSSO '83 MS '90

- › Collaborated with Erin Garriott and Elesia Yoon to organize and host Special Olympics of Indiana Athlete Leadership Program (ALPs) on Butler's campus. Over 75 Special Olympic athletes and their mentors along with over 100 Butler students participated in this two-day event.
- › Organized Campus Interview Day where 80+ school representatives from 32 central Indiana schools/school corporation came on campus to interview COE seniors and graduate students for teaching and school counseling positions
- › Filled in for Dr. Shelly Furuness while she was on sabbatical, and thoroughly enjoyed working with her advisees as they planned their summer and/or fall schedules

CINDY SMITH

- › Assisted in the launch of the first EPIC Superintendents Academy as the logistics coordinator
- › Organized the first Educational Neuroscience Symposium for 375 people on Butler's campus
- › Assisted in logistics and organization of Associate Dean's Teaching, Learning, and Leading Innovation Grant project

MINDY WELCH '79

- › Invited to be a panelist for the Washington Township Parent Council Network 2017 Recess Forum
- › Co-presenter at the Indiana Association for Health, Physical Education, Recreation and Dance Annual State Conference with Dr. Lisa Farley, Professor Art Furman, alumni Amy Bultinck '99, Matt Nicholson '13, Lynne Poore '16, Sydney Willoughby '14, Alliyah Beeks '17, and current students John McShane, Carl Sanders, Caitlin Bratland, and Madison Osbourne.
- › In collaboration with Human Movement and Health Science Education faculty, created the Sports Coaching minor. Along with Recreation and Sports Studies, both minors are open to all Butler students.



REMEMBERING

Jacqueline “Jackie” Kleine Watts ’07

Butler University College of Education alumna Jackie Watts passed away on March 4. Jackie graduated from the College of Education in 2007 with a Bachelor’s in Elementary Education and Mild Intervention.

It is believed that Jackie drowned while trying to rescue a lost dog near a river dam in Columbus, Indiana. Many who knew her said that Jackie cared very deeply for animals. She was on the board of directors for IndyClaw Animal Rescue and had been a teaching assistant for Indianapolis Public Schools, an events coordinator for Big Brothers Big Sisters of Indianapolis, and an esthetician for Evan Todd Spa in Indianapolis. Many spoke of the impact Jackie had on so many lives, humans and animals alike.

“Every faculty member in the College of Education who had her in class—I’ve heard from all of them—they loved her. She was a bright, gifted, and lovely person. She was the type of student who would help a fellow student who was struggling,” Dean Ena Shelley said of Jackie, in a statement to The Republic, a Columbus, Indiana, newspaper.

We offer our continued condolences to her loved ones: her husband, Michael; parents Ric and Peggy Kleine; sister Jennifer Brown and family, and many other family members who will miss her greatly. We were honored to have known her and to have learned from her example.



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